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ABSTRACT

Designed to review the changing pattern of adult education, this monograph focuses attention on the current situation and pivotal points of change confronting business educators. A discussion of philosophical foundations in adult education for business in chapter 1 provides definitions and discusses transition in adult education and importance of local efforts. Selected educational changes that will affect programs and delivery systems in adult education are reviewed. Chapter 2 considers the lifelong aspect of business education that incorporates the idea of education for vocational use, everyday living, economic education, and consumer education. The overview of adult business education at secondary and postsecondary levels in chapter 3 examines state planning for education; impact of lifelong learning, competency-based education, and innovative changes; and development of special programs for women and minorities. Chapter 4 addresses program planning and promotion, including business teachers as community resources, determining extent of adult education in the community, advisory boards, and marketing strategies, advertising, and promotion. Focus of chapter 5 is such guidance services for adults as career consulting and referral, placement, and followup. The final chapter concentrates on methods and materials. Readiness to learn and selection of materials and aids are discussed. (YLB)

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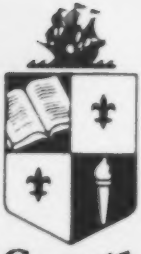

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PREFACE

All men, by nature, desire to know. — Aristotle

Today's dream is destined to be tomorrow's reality. Many mature adults living in our society today lived in the fantasy world of Buck Rogers when they were young. The dreams and imaginations of their childhood have melted into today's happenings. In an interview with *U.S. News and World Report* (June 25, 1979), Bradbury predicted that, "One hundred years from now . . . we'll have colonies strewn across our solar system." In the meantime, not only will we dream on but as a people we will have accomplished astounding feats out of our imagination and out of necessity.

The pattern of dream/change/reality will continue. By the year 2150, futurists have predicted, our people may very well be living in space, and earth as we know it, will be a tourist attraction, a carefully preserved monument to man's origin.[1] Impossible you say? Think about the change that has taken place in the last one hundred years, much of which was accurately predicted, and you will begin to observe that change is the name of the game, ever ceaseless change! "More than half of the jobs and occupations open to young adults starting their careers today did not exist when their parents were young."[2] More knowledge has been discovered during the lifetime of the present adult population than existed at the time of its birth. More books transmitting new knowledge have been published in the last twenty-eight years than were produced in the five hundred year period from the time Gutenberg invented the printing press to 1950. Ninety percent of all the scientists and technologists who have ever lived are alive and at work today, developing new knowledge and applying knowledge to the problems of our society.[3]

These thoughts are intended only to focus the reader's attention on what is already known — life has become increasingly complex, and change is relentless, rapid and up close. We can't stay the same. We must keep pace with change or be lost!

In the past decade, those who work in and are challenged by the realm of adult/continuing education have observed a myriad of changes and emerging practices, some of which show promise of revising our whole educational perspective. What adult education has become is different perhaps from what we envisioned just a few years ago; what it will become cannot be predicted with certainty, but signposts of transition are clearly evident.

This monograph is designed to review, at least in part, the changing pattern of the education of adults in the U.S.A., as well as to focus attention on "what is" and to cite pivotal points of change that confront business educators.

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[1]Edward Cornish (ed.), *1999 The World of Tomorrow: Selections from The Futurist*, 1978 World Future Society (Washington, D.C.).

[2]Donnie Dutton, Keynote Address at National Lifelong Learning Conference, University of Maryland, January 10, 1979 (appears in the March 1979 issue of AEA, *Lifelong Learning, The Adult Years*, pp. 14-15).

[3]*Ibid.*

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INTRODUCTION

Adult education is an immature social practice in the American culture. Commercial schools of the nineteenth century had programs for adults at night and on weekends. Thus, it is clear that the concept of adult education per se is not new. But, it was not until the twentieth century that adult education came within the purvey and enlivened interest of academic institutions, as evidenced by the establishment of the National Extension Association in 1916.

During the years of World War I and subsequently during the Great Depression which followed, interest in adult education grew considerably. But, it was not until about thirty years ago that marked growth was observed in the field. National studies reveal that between the years 1946-47 and 1950-51, adult enrollments increased by 100 percent in small cities and by nearly twice that percentage in medium-sized cities.[1] By 1971-72, there were 15,734,000 individual adult education participants (in the nation), nearly double the number of college students enrolled for degree credit, and 600,000 more than the number of high school students in grades 9-12.[2]

One can observe from these statistics that the growth in adult education has been continuous and impressive. The most recent figures concerning enrollments in adult education are inconclusive, but this should not dampen our spirits. Continued growth seems assured. In 1977, Grabowski, in commenting on his study of the matter, stated that, "The future of adult and continuing education during the next ten years and beyond is an optimistic one. More people will be engaged in greater varieties of learning endeavors. The nature and level of participation in formal programs will change significantly, just as more adults will opt for more opportunities to engage in non-formal programs and in self-directed learning."[3]

In 1975, there were fifty-seven million adults sixteen years of age and older in the United States who had not earned a high school diploma or a *General Education Development (GED)* high school equivalency certificate. The Comptroller General of the United States reported in that year that only about one percent of the adult education programs estimated target population of fifty-seven million adults and four percent of the fifteen million adults with less than eight years have participated in any given year.[4] Obviously, there is a target population for *Adult Basic Education (ABE)* we must all strive to serve. We must help to find imaginative ways to draw the uneducated and undereducated into the mainstream of adult education programs and a better life.

Vocational education programs for adults in general have increased in popularity recently, as indeed has been the case for more and better programs in business. Adults seek courses that will in some way enhance their lives in general, if not improve their standard of living. Practical "do it yourself" courses appeal

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[1]Edward B. Olds, "Financing Adult Education in America's Public Schools and Community Councils," (Washington, D.C.: National Commission of Adult Education, 1954).

[2]Jerome N. Ziegler, Continuing Education-Lifelong Learning (ERIC, CEO 06 697, October 1975), p.5.

[3]Stanley Grabowski, *Adult Education: The Next Ten Years*, Ohio State University (ERIC Clearinghouse on Career Education, CE 014 692, 1977), p. 20.

[4]William S. Griffith and Ronald M. Cervero, "The Adult Performance Level Program: A Serious Deliberate Examination," *Adult Education*, Vol. XXVII, No. 4, 1977.

to adults. For example, in the year just past, Franklin County Area Vocational Technical School, serving largely a rural area of Pennsylvania, had nearly three thousand adults (considerably more than pursued academic adult education courses in area high schools) enrolled in their evening school programs. Such courses as electronics, woodworking, auto body repair, and bricklaying have great appeal to adults. It is evident that these kinds of practical "do it yourself" courses, plus courses and programs in ways to provide and conserve energy, will become increasingly popular.

One of the most appealing programs for adults in secondary schools and private business schools, as well as in colleges and universities, is adult business education. If these programs wane, it is because we have not been resourceful enough to perceive what adults need. Selden and Nichols comment on this important matter. They have stated that: "Presently, business educators need to rethink the role that business education plays in an adult education program. In addition to providing courses that emphasize skills needed for entry-level employment, a complete adult business education program should include enrichment courses for adults who may or may not have taken a specific skill course." They cite practical examples: (1) Courses for persons who own small businesses who need to better understand developments affecting contractual obligations; (2) Courses for retired individuals interested in wills and estate settlements; (3) Courses for young couples interested in purchasing a home; (4) Courses for persons interested in making investments in common and preferred stocks, mutual funds and options; and (5) Courses for citizens who are interested in the world of business — an area of instruction they may have missed during the pursuit of an academic or general program in high school.[5]

Everywhere today, we hear of the urgency to fortify our students with *competencies* that will enable them to enter and advance in the job market. Nowhere is the need for competency programs more evident than in the area of adult business education. Our first obligation is to focus on the realities of adult public demand, whatever they may be, and then to realign our programs in terms of that demand.

The redefining of goals of education in general taking place in many states will facilitate this movement. Pennsylvania Secretary of Education, Caryl Kline, stated the case well in response to an interview question (PSBA Bulletin, May-June 1978): What have been your primary goals since becoming Secretary of Education? She responded, "My top priority is Project 81, an attempt to redefine the purposes of public education in terms of skills and competencies necessary for adulthood. We must improve student achievement: we will not have adequate public confidence until SAT and NAEP scores in English and math improve markedly. Our instructional efforts must prepare students to apply to life situations the skills and information they acquire in school."

As regular student populations shrink in size in the 1980's, it is abundantly evident that business programs that are to remain alive must adapt to change. This should not be particularly threatening since business educators have had the reputation over the years for accommodating to change. Cloyd states the case well: "Innovations in secondary school course offerings and the training of

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[5]William Selden and Natalie Nichols, "Adult Business Education — Need It Be Only for Acquisition of Saleable Skills," *The Balance Sheet*, October 1977, p. 67.

students for occupational competency by business teachers have shown over the years an awareness of the needs of the business community." He goes on to say, "The trend has been to incorporate into the curriculum those knowledges which the business community requires in the business graduate."[6]

Employment opportunities for people in business occupations are growing steadily and will continue to do so. Labor forecasts reveal that between the years 1972 to 1985, the business skill subjects which business educators teach will require shifts and a redoubling of effort if we are to meet the job market requirements. The demand for stenographers and secretaries alone will rise in this thirteen-year time span a staggering 60.8 percent; the demand for bookkeepers, 19.5 percent; office practice people (includes clerks, office machine operators, postal clerks and receptionists), 31.4 percent; and the demand for data processing employees will increase 10.6 percent.[7] The signposts are clear: we must be inspired to change and to innovate and to do so enthusiastically, for this is our charge.

The potential for growth is exciting. As we near the end of the twentieth century, we find that life is inevitably more complex and more requiring. We find at the same time that adults have learned that they *need to learn* and that the adult population to be educated is expanding rapidly. As medical science brings us to the threshold of living productive lives to the age of eighty and beyond, we will necessarily have to assist adults in preparing to change careers perhaps several times beyond the age of fifty. Who is better suited for this major educational undertaking than we?

[6]H. Smith Cloyd, "The New Challenge," *The Balance Sheet*, October 1975, p. 67.

[7]Hobart H. Conover and Willard B. Daggett, "Business Education — The Changing Tide," *The Balance Sheet*, September 1976, p. 17.

CHAPTER I. PHILOSOPHICAL FOUNDATIONS IN ADULT EDUCATION FOR BUSINESS

Definitions

Adult business education, like adult education in general, has not remained static. Emerging practices in the field require an examination of terms that impinge upon, and possibly cause us to view differently, the context of adult business education. We particularly need to see in some perspective the impact of career, competency-based and lifelong education upon the field. Thus, these terms and several broad terms essential to our understanding are defined here.

ADULT BUSINESS EDUCATION — An organized system of learning for out-of-school youths and adults whereby they may acquire business knowledge and skills and the attitudes necessary to function at their optimum abilities in contemporary society as citizens, workers, parents and as individuals. (1972 printing, South-Western Monograph No. 125)

ADULT EDUCATION — The entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities, as well as apprenticeships, whereby persons regarded as adult by society to which they belong develop their abilities, enrich their knowledge, improve their technical and professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the two-fold perspective of full personal development and participation in balanced and independent social, economic, and cultural development. (UNESCO)

CONTINUING EDUCATION — Post-secondary instruction, designed to meet educational needs and interests of adults, including the expansion of available learning opportunities for adults who are not served by current educational offerings in their community. (NCES State Educational Records and Reports Series)

ADULT BASIC EDUCATION — Education for adults whose inability to speak, read or write the English language constitutes a substantial impairment to their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals, with a view to making them less dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities. (Adult Education Act, 1966)

COMPETENCY-BASED ADULT EDUCATION — (CBAE) A performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society. (Report of the National Workshop on Adult Competency, U.S.O.E., June 1978)

COMPETENCY — The capability to function or develop with the required qualifications. (NCES State Educational Records and Reports Series)

CAREER EDUCATION — Activities that emphasize the relationship

between education and work organized around the K-12 academic curriculum, to provide students leaving school with the necessary information for helping to make career decisions. It includes activities in career awareness, career exploration, career decision making, and the implementation of career decisions. These activities also include preparing for job changes throughout the life span. (NCES State Educational Records and Reports Series)

LIFELONG EDUCATION — Learning extending throughout life, including all skills and branches of knowledge, using all possible means, and giving the opportunity to all people for full development of the personality. It considers the educational and learning processes in which children, young people, and adults are involved in the course of their lives, in whatever form, as a whole. (NCES State Educational Records and Report Series)

Transition

Although rapid growth has taken place in adult education during the first three decades of the twentieth century, we can observe that we are at a pivotal stage in the history of education program development. Literally hundreds of school districts that have ignored the opportunity to develop programs in adult education in the United States will face substantially lower enrollments of regular students in the 1980's. More federal emphasis on lifelong education, backed by increased federal financial support, will beckon a changed outlook toward the population to be educated. Schools and colleges must accommodate or face serious cutbacks in programs.

Charters has pointed out that, "Many forces are changing American society from one of static stability to one of dynamic stabilities characterized not by forms but of processes." He insists that, "The goal of adult education is to assist all adults to make the transition by providing opportunities to participate in educational experience — all within the context of lifelong learning. The shifts in need and demand are putting a strain on the delivery system of adult education."[1] It would appear that this kind of dilemma will continue until we have faced up to what change is demanding of us. Surely, we will begin to see the *whole* educational process in a different light.

Fifty distinguished world citizens formed a panel for the National Education Association in 1972. They had some very pertinent observations to make about the next twenty-five years that relate to adult education. First of all they observed, as we all have, an accelerating change and increased complexity, which certainly bear heavily upon education. More importantly for our purposes, they agreed upon: (1) recognition of the need to make education a continuing, lifelong process, and (2) the need for continuing education on a worldwide basis that would serve both mature (past thirty) and senior (past sixty) learners.[2] They made a number of other observations that are peripheral to our consideration here.

The point is: we are at the threshold of adopting a formalized position on lifelong learning in the nation that will simply facilitate programs that are already in place, plus emerging ones, that are aiming to make lifelong learning a

[1]Alexander N. Charters, "Adult Education in American Society: Some Developments, Trends and Issues," *Internationales Jahrbuch fur Erwachsenenbildung*, 1975 (ERIC: ED120 342), p. 3.

[2]Harold G. Shane, "America's Educational Futures," *1999 The World of Tomorrow, Selections from The Futurist*, 1978, pp. 106-109.

working reality. Conceptually, most of us would agree that learning should extend throughout life, including all skills and branches of knowledge. Using all possible means and giving the opportunity to all people for the full development of the personality and individuality is not an unreasonable concept; although we may not all agree on the process by which it is to be achieved. Galosy has correctly observed that, "As we move into the age when lifelong learning is a reality, it seems that there must be someone who will speak for adults. There must be someone whose primary interest is not with furthering the inatitutional interest, or his or her own academic program, but with the needs of individual adult learners."[3]

We cannot assume that lifelong learning necessarily means lifelong schooling; however, it probably does translate into the availability of *schools for everyone all of the time.* It has been wisely observed that people learn in many ways and under many different kinds of circumstances. Tough dealt with this in his study. He states that:

> Adults spend a remarkable amount of time each year at their major efforts to learn. In fact, a typical learning effort requires one hundred hours. And the typical adult conducts five of them a year: five hundred hours altogether. Some of these learning projects rely on instructors and classes, but over seventy percent are self-planned and others rely on friends and peer groups.[4]

Tough documents his statement by pointing to surveys and in depth studies that clearly reveal that his premise is correct. It is fair to observe in extending Tough's point that institutions in their quest for students to fill credit and non-credit courses and part-time programs have apparently not necessarily wanted to focus on adult learners and how they learn, but have rather treated the whole matter as a paying proposition. Competition for students in today's marketplace between and among institutions is fierce. Hopefully, the research divisions of major universities will awaken to the lifelong learning concept and begin to treat the *whole* learner with the respect deserved. More importantly, universities should begin to focus on new ways to help learners who do not choose to enroll in informal and formal classrooms, but who do in fact seek to learn. Homebound learning may very well be the key mode of learning in the future, as we begin to apply what is already known about teaching people by television and cassette.

In reporting on the state of the art, one must look at the transitional steps of change. Some are uncomfortable with how change will affect their domain and their own security. It is fair to assume that there are others who simply refuse to observe what is taking place or to change any more than is absolutely required. This author's view is that change is an inevitable part of adult education, a part of living. To make the point, more than forty million American adults are in some stage of career or job change. This number represents about thirty-six percent of the total American population between the ages of sixteen and sixty-five.

The change element has clearly been reflected in adults' tendency to return to school. Not only have adult education enrollments in public school programs grown dramatically (10.8 percent in 1968-69 to 1969-70, seven times faster than the increase of children in that same time span and growth has been steady ever

[3] Judy R. Galosy, "In Search of an Advocate for the Lifelong Learner," *Lifelong Learning, The Adult Years,* Adult Education Association of the U.S.A., February 1978, p. 10.

[4] Allan Tough, "Major Learning Efforts: Recent Research and Future Directions," *Adult Education,* Vol. XXVIII, No. 4, 1978, p. 250.

since),[5] college students have been *aging quickly*. Today, more than a third of the nation's college students are twenty-five years of age or older. In 1977, approximately thirty-six percent of college students were at least twenty-six years old, compared with twenty-eight percent five years ago. The number of women aged twenty-five or older who were enrolled in college the fall of 1977 was up twenty-three percent over the previous year. Women now constitute fifty-two percent of the part-time students and forty-six percent of the full-time students.[6]

Local Effort

We have, thus far, observed the impressive growth and the concurrent changes taking place in adult education in the nation. The approach has been "broad brush" and change oriented. In a very real sense, it is local community effort that has brought about success with the total adult education entity in the country. Programs can only be energized (or perhaps impeded) from Washington. The *heart* of adult education is right in that community where you live and work. You are the key!

Dedicated leadership is essential to the development and continuing persuasion of adult education at the local level. With one out of every five adults enrolled in some kind of education or training in America, we must have been *doing something right* in our communities. There is still at least one overriding problem in the administration/implementation of programs prevalent almost universally that has not been corrected. Swatt called attention to it in a previous monograph on this subject: "The vast majority of adult educators," he said, "have other teaching or administrative responsibilities which weaken their effectiveness in the adult education programs. Adult education will never fulfill its mission to society so long as it is a part-time endeavor."[7] — indicting but true!

Probably our real problem lies in the fact that we now tend to look to government, state and federal, to lead us out of the wilderness. The more basic fact is that each of us needs to be convinced that education is lifelong after all and that adults are just as entitled to the scarce and costly educational resources as are children and youth. Until we come to that conclusion and convince our local leadership, our school boards, our legislators, and our state departments of education of this basic truth, we cannot hope to move adult education in to the *full-time* arena where it belongs. A recent bumper sticker reads, "If you think education is expensive — try ignorance!" Surely, we cannot afford illiterate, ignorant citizens, young or old.

The public schools are in a strategic position in school and community-related adult education programs. They should:

1. Support community and school education programs for out-of-school youths and adults.
2. Provide facilities and services that can be offered by no other agency.
3. Cooperate with colleges and universities in upgrading the standards of professional competence for adult educators.

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[5]Imogene E. Okes, "Adult Education in the Public Education System, State Summaries," National Center for Educational Statistics (Washington, D.C., November 1972), p. 2.

[6]Judith Hriceniak and Alfred J. Mannebach, *Lifelong Learning and the Vocational Educator*, VOC ED, November 1978, p. 41.

[7]Kenneth Swatt, *Continuing Education for Business*, Monograph 125, South-Western Publishing Company, 1972, p. 3.

4. Develop comprehensive adult education *programs* that provide opportunities for adults to increase their knowledge, skills and attitudes essential to functioning effectively in a changing society.

Adult education programs that meet all or some of the tests implied here must imbue learners with a knowledge of the characteristics of a lifelong learner. One who believes in the importance of education needs to convince those who need to be educated of their own self-worth. Try through all means available to you to sell, to convince. In his meaningful article, Gross states the substance of convincing arguments well. Measure your potential students or yourself by these pervading qualities:

—You are open to new experiences, ideas, information and insights.
—You like to make things happen instead of waiting for things to happen to you.
—There are always things you'd love to know more about, appreciate better, or learn to do. In fact, you never have the feeling that you know everything or have every skill you'll ever need.
—You feel better about yourself when you are successfully learning something new.
—The kind of thing you want to do five years from now requires that you begin to learn new things now.
—You believe that investing in your own growth is the best investment in your future — occupational or personal.
—You have been attracted by, or perhaps are already enrolled in, one of the new kinds of educational programs offered by colleges and universities around the country.[1]

How do you *measure up* as a lifelong learner? How will your potential clientele *measure up*? Much depends on you. Your attitude regarding the right of adults to be educated has much to do with leadership or teaching roles you may be called upon to perform. "Show me a successful adult education program and I'll show you a teacher/leader who believes in the product he/she is trying to sell."

New Vistas - New Objectives

There are a number of educational changes that have been taking place in America that are destined to have marked effect upon programs and delivery systems in adult education. While it is not possible to review all of them, those having the most impact upon the education scene at present have been selected for brief consideration here.

Competency-Based Education

The future adult educator will need to be a true facilitator who helps the learner achieve specific outcomes or competencies. Competency-based programs require students to demonstrate mastery of certain fundamental skills, especially those in the three R's; the programs generally draw up concrete objectives of learning and measure proficiency by tests.

The demands for competency-based instruction do not appear to have come from the educational establishment, but rather from the public, employers, legislators and disappointed parents. Ebel states that, "Only in the last decade,

[1]Ronald Gross, "Are You 'On the Grow'?," *Learning Times, A Newspaper for Adult Learners*, The College Board, Vol. 1, No. 1, 1979, p. 1.

as evidence of incompetence among high school graduates began to accumulate, has action been taken to reinstate minimum competency testing."[9]

Phipho has indicated that, as of March 15, 1979, "Thirty-three states have mandated some form of statewide competency standards." He is not content with this observation in isolation. He goes on to state that, "The public is apparently concerned with poor student performance on the job, yet few of the state-mandated minimum competency testing programs have effectively addressed the problem of school skills fitting life or job skills. The assumption appears to be that school skills — reading, writing and arithmetic — will make an automatic transfer to on-the-job skills."[10]

In spite of the fact that competency-based instruction is not a fully resolved issue, it seems to be here to stay. Teachers must learn to cope with it. "Some supporters see the movement (CBE) as a means of holding schools and teachers accountable within an otherwise diffuse and imprecise profession."[11] Others are critics; they believe the program is inequitable, perhaps illegal.[12]

In a sense, most business educators are not clearly in either camp. They have concertedly believed as a profession that learners should attain certain levels of performance in skill subjects, but that these skills represent only *marketable entry level skills,* not *competencies* as we are loathe to say.

Professor Houle, speaking at a National Adult Education Conference of AEA and NAPCAE in Portland, Oregon, in October of 1978, focused on the crucial elements. He stated that, "Beyond competence lies performance — we must somehow get beyond demonstrating competence in an academic setting, to performance on the outside world." He concluded that, "A career in adult education calls for lifetime learning by us. We need a constant interplay between action and understanding."[13] Clearly, ascertaining what constitutes competency-based education for adults who pursue business careers is a matter to be resolved, a matter with which we must deal.

Career Development

"One of our first goals of career education is to make the idea of work understandable — even by the very young in our elementary schools." This concept has been espoused by Sidney Marland, former U.S. Commissioner of Education, who is considered by many to be the father of modern career education. Marland contends that all kinds of work should be honored, but more importantly that business, labor, industry and government have a role to play. For example, he states that business has at least three kinds of self-interest that make collaboration in career education sensible for business:

1. By collaborating, business can help develop better manpower for its operational needs.

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[9]Robert L. Ebel, "The Case for Minimum Competency Training," *Phi Delta Kappan,* April 1978, p. 546.

[10]Philip Phipho, "Minimum Competency Testing in 1978: A Look at State Standards," *Phi Delta Kappan,* May 1978, p. 585.

[11]Wayne Reilly, *Everything You Need and Want to Know About Competency-Based Education.*

[12]Merle Steven McClung, "Are Competency Testing Programs Legal?," *Phi Delta Kappan,* February 1978, p. 397.

[13]Cyril Houle, Speaker, "A Focus on Responsibility: Adult Educators Confront America's Future," NAPCAE/AEA National Converence (Portland, Oregon, October 1978, as reported in *Lifelong Learning, The Adult Years,* January 19, 1979), p. 24.

2. Business can create a better environment for its work force and facilities by reducing unemployment, welfare and related social evils.
3. Business can increase the ability of the consumer to buy its goods and services.[14]

Doubtless, career education as it relates to business in the public schools and colleges is an uncharted course. In describing the current scene in career business education, Ristau has raised a number of pertinent questions regarding the unmet needs in the field of business:

1. What are the most appropriate and effective career activities for business education?
2. What channels of communication need to be used to continue to inform business educators of current and projected developments in career education?
3. What should be done to help sustain the current thrust in career education and encourage additional development of career education activities within business education?
4. Which national organization, if any, should be the spokesperson organization for career education as it relates to business education?[15]

If the Marland theories are sound, as they would appear to be, the traditional chant that the business community and business educators need to draw closer together is still a resounding truth. It is not a strange phenomena that a majority of our students enter business careers and change career emphases several times in a life span. Many business educators have tended to believe that they have a direct link to the career channel through their teaching/advisement of their regular students. And, indeed, this would seem to be the case.

The role business educators are to play in adult career education, especially as it relates to the so-called *mid-career* crisis, is not as clearly prescribed, however. We need to establish undisputed channels that permit adults to reenter the mainstream of education and to declare their needs and to pursue programs to meet them. Successful programs in the future will necessarily provide business courses and programs in *collaboration* with business that meet the needs of adults.

Life Skills and Competencies — APL/ACE

More thought has been given in recent years to what adults need to know in order to function well in the social order in which they live. We have come much closer to discovering what coping skills individuals must have in order to responsibly carry on life in an increasingly complex society. It is not enough to have job skills that are used in employment, but individuals must also learn how to cope with the circumstances of everyday living. Out of this concern, the *Adult Performance Level (APL)* and *Adult Competency Education (ACE)* movements were born. By 1977, there were 120 APL/ACE funded projects being conducted within thirty-four states and the District of Columbia. Their success or lack of it has been documented. [16]

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[14]Sidney P. Marland, Jr., "The Unfinished Business of Career Education," *Today's Education*, April-May 1978, p. 57.

[15]Robert A. Ristau, "Career Education and Business Education — The Current Scene," *Business Education Forum*, January 1978, p. 5.

[16]*Adult Competency Profile*, Bureau of Occupational and Adult Education (Washington, D.C.: Division of Adult Education, April 1977, ERIC: ED 141 593), p. 1.

APL research, initially conducted for the U.S.O.E. by the University of Texas at Austin, defines functional literacy as not simply the ability to read or write at some arbitrarily chosen grade level, but rather as competencies that are functional to the *economical and educational success of an individual in society.* Skills identified as important are: communications skills (reading, writing, speaking and listening), computation, problem solving, and interpersonal relations. The *life coping situations* were categorized into broad knowledge areas — consumer economics, occupational knowledge, community resources, health, and government and law. The APL research team identified a number of specific *competencies* as essential to coping in our complex society. And in surveying a cross section of the American adult population, they found that a startlingly high percentage lacked proficiency in these competencies.[17]

The funded projects for APL/ACE have demonstrated clearly that a significant portion of the population is very much in need of coping skills for everyday life situations. As we more realistically face up to the educational needs of adults in locales all over America, the functional skills courses must necessarily become a part of standard adult/continuing education programs.

There are excellent APL supporting teaching materials now available in such areas as consumer economics (several levels), occupational knowledge, health and government and law. These are broad subject areas that can be subdivided into mini courses, e.g., consumer economics embraces such mini courses as personal finance, care and upkeep of personal possessions, how to figure income tax, housing and utilities and car buying and maintenance. The new one, not yet in place, will deal with conserving energy. Depending upon program objectives and the ability to devise and market courses to those who most need them, areas of interest can be offered separately or in a series of related courses. Whatever the course of action, the need is great and every adult education program at the secondary and post-secondary level should contain a life skills (APL/ACE) component. Otherwise, we face the continuing criticism of failing to meet the educational needs of adults.

Basic Education and Adult Basic Education

Basic education generally refers to education emphasizing literacy in language, mathematics, natural sciences, history and related social sciences. Adult basic education, on the other hand, is directed to those whose inability to speak, read or write the English language constitutes a substantial impairment of the ability to seek and retain employment. These are realms of adult learning often thought of as essential but not necessarily within the immediate purvey of the business educator. We frequently see others as holding the keys to the kingdoms of basic education, often sought in the form of a *GED (General Education Development Certificate)* or the ABE program, as outside of our responsibility circle.

In truth, business educators may be the key. People, who lack these important basic education requisites, frequently seek business skills programs. We may in fact be that magnet that draws adults in need of basic education into the world of education. Business programs are attractive to them. Our responsibility extends far beyond the course we teach, to the individual learner. We can become

[17] *"The APL Series, Coping in Today's Society, What Is "APL"?* (Harcourt, Brace and Jovanovich, Inc., Center for Lifelong Learning, 757 Third Avenue, New York, NY 10017).

the pivotal force in the individual's life, removing the sting and stigma of the educational establishment's indifference, by inspiration, encouragement and referral. It is a gentle persuasion, but an important part of our work in adult education. More clearly defined, it means getting to know your students, their aspirations and motivations. In the absence of more formal counseling/advisement services, you must lead adults through the reassurance they need to the higher plain of education. No greater satisfaction can come to the adult business educator.

Community Education

In philosophy, *community education* recognizes and encourages the interdependence of the home, school and the community. It further recognizes that a process involving citizens in identifying conditions, resources and priorities of the community is the central means of improving one's opportunity in life. In short, *community education* is the process through which people help themselves and in turn help their communities. There has been a marked surge of interest in community education in the past ten years in the United States. Interest is still growing.

The process of community education is dependent upon every institution, agency and organization of the community to deliver identified and prioritized resources and services. The schools are in many instances the focal point of the community education. Indeed, public buildings including, but not limited to, public elementary or secondary schools or community or junior colleges operate as community centers. They become the beehives of activity.

The goals established for community education in the Commonwealth of Pennsylvania are not unlike those established for many other states in the nation. They include:

—The use of public educational facilities as focal points of delivery of needed community services by public and private agencies and community groups.
—Optimum use of all other community facilities by all citizens.
—Development of a forum to identify existing groups and future needs of the individual persons and groups, and the marshalling of community resources to meet those needs.
—Optimum citizen involvement in community and school affairs.
—Development of a forum for community agencies to cooperate and eliminate unnecessary duplication of services.
—Raising the level of program offerings available to people in areas such as recreation-leisure, culture, physical and mental health, education, vocational training and social services.
—Increased ability of public agencies to respond to a broad range of community problems.

In discussing these goals with Dr. Michael Ciavarella, Director of the Commonwealth Center for Community Education (Shippensburg State College, Shippensburg, Pennsylvania), it was learned that he perceives that business educators are already an important element in community education. It is, after all, rather typical for business educators to be working in some regard with labor, industrial and business management groups and individuals. They have also participated in developing specialized workshops, community career education programs, and self-help projects in such areas as tax problems or organizational

structure. Moreover, schools of business have helped directly in many cases with community and market surveys.

Andragogy vs. Pedagogy

The prayer of the adult educator might go something like this: "Lord, teach me that I may understand that adults are not like the children I teach each day, or that I should teach them in the way I have been taught. Their needs are different, I know. Help me, I pray, that I may find ways to teach them."

Most teachers have been inbred throughout their academic lives with a recognized philosophy called *pedagogy*. In general, teacher education institutions have perpetuated the pedagogic stance, perhaps unwittingly, having given little thought to the teaching of adults as a teacher preparation requirement. If you're going to teach adults, you owe it to yourself to recognize some of the differences between pedagogy and andragogy.

Malcolm Knowles, who wrote the book, *The Adult Learner: A Neglected Species*, popularized the term *andragogy*. European in origin, it means the art and science of teaching adults. Knowles points out that the term pedagogy literally means the art and science of teaching children. He states:

> Pedagogy became a millstone around education's neck. People who have been working primarily in education of adults, where no degree is involved and where attendance is voluntary, have known for a long time that they had to violate some of the assumptions and concepts of pedagogy if they were to help — and keep — their students. But they felt guilty because it meant departing from accepted academic standards."

What can we draw from the andragogy philosophy that will prove useful for our purposes? Unmistakably, the skills required for teaching adults are different from those required for teaching children. Yet, the majority of individuals teaching adults at the secondary level and at the college level as well have had little or no formal training for adult level instruction as is required for teaching the young. It is assumed that if individuals can teach children and youth, they can automatically adapt their skills and methodology to the teaching of adults.

In a practical manual for the continuing education of adults, Godbey[12] has set forth some explanatory descriptions of the words pedagogy and andragogy that demonstrate rather clearly how the teaching of children and adults may differ:

COMPARISONS OF PEDAGOGY AND ANDRAGOGY
(Subject to Modifications in Some Situations, Obviously)

Pedagogy	Andragogy
1. Assumes a *captive audience*, or compulsory attendance, regardless of interest	1. Assumes the interest of learners must be *captured* or they will not attend learning sessions
2. Recognizes that the self-concept of a child is that of a dependent	2. Recognizes that the self-concept of an adult is that of a mature,

"Malcolm Knowles, *The Adult Learner: A Neglected Species*, (2nd ed.; Houston, Texas: Gulf Publishing Company, 1978), p. 53.

"Gordon C. Godbey, *Applied Andragogy*, The Pennsylvania State University, 1978, pp. ii and iii.

Pedagogy	Andragogy
person in need of direction by an adult	independent person, capable of self-direction
3. Views the teacher as having superior knowledge and imparting this knowledge to the learner	3. Views the learner as having a reciprocal relationship with the teacher and other learners
4. Sees the life experience of children as of little value in the learning experience	4. Sees the life experience of adults as vast, varied and contributing richly to the learning process
5. Sees the accumulated knowledge and experience of the teacher and other adults as all important and the primary resource for learning	5. Sees the accumulated knowledge and life experience of all learners, as well as the teacher, as valuable resources for learning
6. Insists that the teacher decide both the content (what will be learned) and the process of learning (how and when learning will take place)	6. Allows the learner to select the content and the process of learning; content and process are based on individual interests and needs
7. Sees education as preparing for the future, getting the learner ready to do or accomplish something	7. Sees education as a process for *problem solving* in the present, for doing something relevant to the present situation of the learner*
8. Views the primary function of the teacher as managing the content (what is to be learned), the learning situation, and controlling the behavior of the learner	8. Views the primary function of the teacher (or trainer) as guiding the learning process, but not controlling behavior in most aspects
9. Has little or no concern with how the learner feels about the material learned, only how well it is learned	9. Has great concern for how the learner feels about the content as well as the process of learning and regards positive feeling as important to the retention of the learning
10. Regards the learner as incapable of evaluating either the utility of past learning or the need for further learning	10. Regards the learner as continually evaluating the utility of past learning and assessing the need of further learning

*The *problem* may be simply a desire to attain greater information about, or skill in, some subject.

While the differences between pedagogy and andragogy may not be as clearly drawn as Godbey has implied, there are, nevertheless, distinct differences between the methods and processes employed for teaching children and youth as compared to those employed in teaching adults. Literally thousands of unwary classroom teachers who *moonlight* in their teaching of adults have been forced to examine their assumptions regarding teaching. Isn't it unfortunate that we have not prepared them professionally for the most rewarding of all teaching experiences — the teaching of adults? Teacher education institutions must awaken and become responsive to this charge.

Credit for Work Experience and Credit by Examination

In the past decade, we have moved rather adroitly in education to remove some of the artificial barriers that exist between what individuals must learn in formal settings and what they do in their chosen work. Educators and academicians have been uncomfortable with the notion that there are parallels that exist between *what one does* and his/her academic preparation. The *academic purist*, if there is such an individual, sees little need for clarifying the relationship between education and work. Probably this has done more to hasten the advent of classrooms within business and industry than any other factor. Educators have insulated themselves against the real world so to speak. Business and industry have been forced to compensate.

Many adult educators at the post-secondary levels have long since concluded that adults should not be required to *repeat* in their pursuit of knowledge those things they already know well. Thus, in relatively recent times, we have begun to find ways to equate working knowledge with academic learning. We have done this in at least two ways: (1) credit by examination, and (2) credit for work experience.

Credit by examination is a widespread practice among colleges and universities. Credit earned though the applicant's successful completion of a proficiency test in place of performing activities ordinarily associated with formal course work or the process of certifying achievement by systematic observation of desired behavior are accepted practices.

The so-called CLEP examination has become a standard procedure particularly for examining adults and others who seek matriculation in college programs. *CLEP*, the acronym for *College Level Entrance Program*, is a form of testing to credit students (of any age) with experience and knowledge gained outside of the conventional academic program. In addition, many colleges have their own credit-by-examination programs that permit students to *challenge* subject or skills areas in which they may already have sufficient knowledge or ability. The practice of awarding credit for satisfactory performance on CLEP tests and other institutional tests is a long-standing feature of many college and university continuing education programs.

Credit for work experience is a growing but perhaps more controversial practice than is credit by examination. The difficulty lies in assessing the knowledge content of work. For example, if one who is employed as a computer programmer, a skill he/she may have learned through on-the-job training, applies for candidacy for a degree in computer science, he/she may declare his/her work experience as creditable knowledge, partially fulfilling the degree requirements. Someone at the academic institution examines carefully the nature and quality of work experience and the degree-related knowledge attained therein and equates that knowledge with credit requirements. Examinations may be involved, but generally are not. Portfolios are developed for each applicant who chooses to declare his/her work experience as relevant to the degree he/she expects to attain. All programs with which this author is familiar require a combination of formal instruction for credit and work experience as degree content requirements. Considerable subjective judgment is exercised in evaluating the work experience component that eventually becomes part of the portfolio accumulated in lieu of credit courses.

At the secondary level, we are also tending to view the accumulated knowledge of adults as having an important bearing in formal and informal instruction. However it is to be done, we ought to decide how much adults already

know, before we can determine the desired level and the intensity of instruction program we intend to provide for them. Whether this is best accomplished by administering examinations or in some other way is a matter with which we should deal. In almost all non-credit programs, we must content ourselves with what the adults we teach already know and seek to avert repetition or run the risk that adults will not participate. It's a practical consideration.

Television in Adult Education

The use of public and commercial television for teaching adults is becoming increasingly prominent in our society. Once we have fully accepted the premise that *teaching and learning should not occur only in schools,* television will have reached the zenith of the role it is to play in the education of our people. Nonetheless, its popularity as an educational medium is growing.

In November 1977, representatives of university licensees came together to discuss the role of public television in adult education. In the progress of their discussions, they created an ad hoc task force (in April 1978) to consider ways to encourage and promote adult learning applications in existing television programs and the creation of new incentives. It should not be striking news to anyone that one of the corporate goals for the current year (1979) for PBS is to "Expand the use of public television programs for lifelong learning, both in school and at home." The Adult Learning Task Force made its report in April 1979, attesting to this important goal.[29]

Cable television also has had and will continue to have an important role to play in the education of children and adults. We have witnessed the increased use of television in the home, at work, in nursing homes, in neighborhood resource centers, and often in conjunction with tutorial services. There are revolutionizing developments in the making whose proponents insist that the cable T.V. concept can be used in the home and at work, supplanting both formal classrooms and employment work stations. Technology has reached the stage where we can access great bodies of knowledge from the Library of Congress, for example, for presentation in the home and elsewhere. Moreover, many types of employment can be monitored at a home-based work station cubicle, eliminating the necessity for one to travel each day to a place of employment. It is entirely conceivable that within the next decade, these revolutionary steps will become operational and widespread in their use. Their impact upon conventional education programs could be immense.

The C.E.U.

The *Continuing Education Unit (C.E.U.)* has been widely accepted by colleges and universities as a unit for measuring participation in a variety of formal and informal non-credit learning activities. One C.E.U. is awarded for each ten individual contact hours of participation in an organized learning activity in which the sponsor, course content, format, and person in charge of the learning experience are clearly identified.

The C.E.U. has two important distinguishing features to recommend it: (1) It permits institutions to inventory the educational productivity of courses and

[29]Pennsylvania Public Television Network, Adult Learning Systems, "A Report to the Public Broadcasting Service from the Adult Learning Task Force," April 1979, p. 1.

programs that are other than credit-bearing; and (2) It facilitates the awarding of certificates to adults who want visible evidence of their participation in education programs wherein credit is not appropriate. Since its inception, the utilization of the C.E.U. has been widely accepted at the post-secondary level. Although it has not been adopted at the secondary level at this stage in our history, there remains the clear implication that some reasonably adaptable form of it could and perhaps should be developed.

Interest Inventories

Adult educators frequently refer to the important task of determining *educational needs* of adults, knowing that if needs could be determined successfully we might have the key to strengthening adult education programs. Surveys of adult needs have generally not been very productive of useful information because adults seem unable to verbally pinpoint their needs that can in some way be interpreted into courses or programs.

One procedure that shows promise in helping to determine the needs of adults is the so-called interest inventory. In this procedure, an examination is used to measure a person's likes and dislikes, typically determining the extent to which the individual's pattern of likes and dislikes corresponds to those of persons who are successfully engaged in a given vocation, program of studies or other activities. Such inventories are widely used at present for counseling college-bound students into academic programs suited to their interests and potential. Clearly interest inventories, and there are several excellent ones that are being marketed, show promise of assisting us in determining adult needs.

Dimensions of a Learning Society

At the local level, adult educators are at times stymied by the apparent disinterest among the people in the adult community in courses and programs that are *provided* for them. Our problem stems to the more complex matter, that of *designing* courses and programs to meet the needs of adults, and of course, marketing them. Needs are not easy to assess and we need to continue to strive to find ways.

The opportunities for adult educators to sell their wares in an emerging learning society seem almost boundless. Rexford Moon, Jr., *Future Directions for a Learning Society (FDLS)*, speaking at the 1978 National Adult Education Conference, presented the dimensions of the learning society that should be impressive to all who believe that there are adults *out there* who need the kinds of courses and programs we can present — limited only by our imaginations, searching and planning:

—60,000,000 enrollments in formal settings, 46,000,000 of them outside of the school and college systems
—40,000,000 Americans currently in career transition
—$17,500,000,000 in educational benefits currently in force, of which only a pittance is used
—$10,000,000,000 spent yearly on training in business and industry
—65,000,000 Americans lack basic competency skills
—12,000,000 professionals require regular in-service education[3]

[3]Rexford G. Moon, Jr., "Future Directions for a Learning Society (FDLS)," Speaker, 1978 National Conference for Adult Education, as reported in *Lifelong Learning: The Adult Years*, AEA, January 1979, p. 21.

Wherever we are, there are adults to be taught, adults who want to learn. These figures conjure up a number of possibilities for developing approaches for reaching and educating adults at the local level: (1) Investigate formal courses/programs being offered by other agencies in your community. Form alliances with these agencies, which may entail exporting teaching or leadership services or making agreements. (2) Decide in what ways your program can serve adults who are in career transition. Enlist the help of the business community, particularly as it relates to their efforts to upgrade present employees. Learn how you can best serve these people. (3) Explore the sources of money, particularly state and federal, that will enable you to expand your program and attract adults. The implication is that money is available to you; much of it is not being used. (4) Ascertain what training programs business and industry provide for their employees in your area. Explore possible ties between your program and theirs and the services you might render to them. (5) Determine whether various professional groups have need of the kinds of education you can disperse.

CHAPTER II. THE ADULT BUSINESS EDUCATION PROGRAM

Adult business education programs at the secondary level have closely paralleled those provided for youngsters in the high schools of the nation. In reality, this has meant that adults have pursued business education *courses* which were designed primarily to meet vocational and personal use requirements. In many more cases than not, adults have enrolled in skills courses in typewriting, shorthand, accounting/bookkeeping, or data processing in isolation from broad program objectives, seeking marketable skills for job entry, promotion in employment, or for personal-use satisfaction. In spite of all that has been acclaimed otherwise, we need make no apology for having upheld standards in the cognitive and psychomotor domain wherein our students, both regular and adult, have been able to perform on the job.

It would appear to even the most casual observer, that business education in the nation is in a state of transition. We have begun to adapt programs to the competency-based principles that have emerged. We are becoming increasingly aware in many locales in the nation of the importance of career development and the life-role elements inherent in it. Moreover, we want very much to lend more than lip service to the development of the positive self-image human relations aspects of the lives of the people we teach. We know, for example, that the greatest shortcoming of our graduates has not been their lack of skills, but rather their inability to work in harmony with fellow employees. We want to do something about these symptoms of lack in our programs.

In addition to these pertinent *new* challenges, business educators have also begun to examine the lifelong aspect of the education of their students. They observe that students become members of a society in which they must deal with economic matters and know how to make wise choices as consumers. Likewise, educators feel the need for developing broad programs that are concerned with lifestyles and with how to live comfortably in a business-oriented society. Work values and work habits, as well as how to seek, find and maintain employment are concerns that are finding their way into business curriculums, however slow the process may be. It is with some of these developments that we will concern ourselves in this chapter, focusing necessarily on changes that will have the greatest impact upon present programs.

Business Careers and the Lifestyle Concept

It has been entirely too comfortable a position that business educators have assumed in the past. Armed with appropriate skills, our students can go forth into employment stations without restraint or impediment. Our responsibility to them ceases after they leave our teaching surveillance to enter life and places of employment, carefully concealed from our discerning care or attention. Oh, to be sure, we have made required follow-up surveys of our graduates; but in truth, we chose to ask questions about job placement, skills needed, performance, and general satisfaction, rather than concern ourselves with people, their careers and their lifestyles.

Stoddard has pointed out that, "Business educators do accept their responsibilities in helping students pursue the discovery of a vocation — in assisting students to determine their roles and destinies. Perhaps now teachers should be prepared to help students identify those values that have most significance in carving out acceptable and rewarding lifestyles and choosing careers that promise the most congruency . . . Students, then, need to derive their own values, and to choose jobs that are not in conflict with their own philosophies."[1]

The Stoddard position is one we should consider seriously and perhaps adopt, but we need to go a step further and become more aware of the lifestyle patterns being pursued by our adult constituency. Our hangup is that we haven't been able, through no fault of our own, to commit our resources, both teaching and physical, to teaching adults. Moreover, we have been too intent on living within the confines of formal education, which provides an organized set of educational activities within the established formal education system leading to a diploma, degree, license or certificate, chiefly because we view these pursuits as our mainline activity. As enrollments decrease in the 1980's, perhaps more effort can and will be made on behalf of the adult learner and we can begin to shift some of our resources to educational programs that lie outside the established formal system and give more attention to the careers and lifestyles of adults.

Career education is in part a preparation for life. However, there is little evidence that business teachers in general value the business experience of their students, nor are they interested in getting involved in work experiences in business themselves which might reveal firsthand what students need to know.[2] What seems to be needed more than anything else is the acknowledgement by the profession that education is increasingly to be viewed as a lifelong opportunity rather than a one-time experience which ends when the student leaves school. It is most encouraging to note that the Policies Commission for Business and Economic Education is at present developing a position statement on "The Role of Business Education in Adult and Continuing Education."

Obviously, once the profession has reached the decision to give direction to the whole matter of lifelong education and related career decision-making skills, as undoubtedly it will, program content for business education will shift. It will be just as important to teach our students values clarification, including work ethics and habits, and how to achieve good human relations on the job, as it will be to teach marketable skills. It will be just as important to teach the student social and economic awareness and an understanding of the free enterprise system and the worthy use of leisure time, as it will be to teach them to typewrite or manipulate figures. We may even have the courage to call these pursuits "career education" and to admit that all teachers are career education teachers.

The *U.S. Office of Education (DHEW)* takes the position that, "Career education is seen as a way to provide Americans with work skills which are practical in today's economy and yet adaptable to the changing needs of the economic system. What is more, career education seeks to make work meaningful as well as possible."[3] Our task will be one of evaluating present programs against the

[1]Lucille T. Stoddard, "Career Education and Lifestyle Concept," *Business Education Forum*, April 1978, p. 12.

[2]Ruth S. Woolschlager and E. Edward Harris, "Issues in Career Education," *Business Education: Yesterday, Today and Tomorrow*, NBEA Yearbook, No. 14, 1976, p. 230.

[3]Office of Education (DHEW), Adult Education Resources Survey, Final Report, 1975, (Washington, D.C., ERIC ED 114 608), p. 8.

backdrop of needed curriculum changes and deciding which to make. The challenge is great, perhaps even unsettling, but we are up to it because we have to be.

The career education movement which began in the 1960's has been beneficial to business educators by helping to break down the sharp dichotomy that has existed between general education and vocational education. The skills and knowledges inherent in basic business courses are as important to career preparations as are those in office, distributive and entrepreneurial subjects. It would appear that business education has become more respectable to both students and teachers of other fields of study.[4] One must observe, however, that the career education movement has had little or no impact upon many traditional business education programs in this country and that only the passage of time will permit a full assessment of how it has challenged and changed us.

Business Education for Vocational Use

One of the strengths of business education has been the ability of its proponents to adjust to the various movements in education in this country. In the 1950's, for example, when the emphasis was on science and mathematics (the so-called academic education movement), business educators reexamined the subject matter of their programs and added new content. They beefed up their programs. When the special needs education movement struck somewhat later, business educators provided programs for a whole new population of students previously neglected. We focused on the needs of the underprivileged, for example. And, as we have just reviewed, the impact of the career education movement in which we are caught up is an unfinished fabric. The vocational education movement, on the other hand, which came to the attention of the nation in the 1960's culminating with the passage of the original Vocational Education Act and beyond, seemed to permit us to *advertise* what we perceived we had been doing well all along. Students should not only be academically literate, but they should have sufficient specialized education to develop marketable skills needed to secure, hold and advance on the job. This concept, appropriate to high school students, is also apropos to adults and their needs.

It was the vocational movement that permitted business educators to stand tall and to point to their worth in a society in which they had formerly seemingly been compelled to be apologetic. Courses and programs offered to adults during the various educational movements and shifts were more frequently of a vocational nature than of any other kind, for apparently this is what adults demanded.

Since vocational business education has been more widely accepted in prospect, if not in fact, more attention has been given to the demand of adults for courses of a vocational nature. Generally, adults have sought to enroll in such courses for one of three primary reasons: (1) They needed courses appropriate to entering a new occupation that required certain skills; (2) they chose courses that would enable them to reenter a former occupation; or (3) they selected courses that would help to refresh or update skills and knowledge related to present employment.

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[4]*Ibid.*

Typically, courses offered to adults in all three of these categories were within the framework of the traditional business secondary education curriculum. They included such courses as accounting, shorthand, typewriting, data processing and office machines. Courses in business organization and management, or higher levels of the previous courses mentioned here, have had some play in the market, but relatively little. A wider range of business courses is offered by post-secondary public and independent institutions. Credit programs typically contain a range of courses, e.g., accounting, including higher level courses leading to CPA certification or a degree; a variety of courses in management and marketing management; computer/data processing related courses; courses in communications; in law; in secretarial science; and in office administration. Derivatives of these courses may be offered in non-credit programs which frequently contain such courses as laymen's law, income tax, accounting or management for small business, and pre-retirement.

To this point in time, particularly at the secondary level, courses are offered more times in isolation than are offered in a series or leading to certification. But, clearly the courses offered are vocational in nature and designed to meet a wide range of interests in the adult population. Business has a particularly good market for its program among women. Adult business education program designers are undoubtedly taking this important development into consideration as they plan programs for the future. Vocational business educators have been and continue to be more realistically attuned to changing needs of the business world and the adults who work in some aspect of it, than are any other single group of educators that can be identified. They have believed that the goals of preparing individuals for job entry and for retraining and upgrading are legitimate and will continue to constitute the main thrust of adult education programs in the foreseeable future.

Business Education for Everyday Living

Among professionals, business courses that smack of *personal use* have been given second priority if indeed they were given any credence at all. Yet today more than ever before, there is need for business programs that are designed to help citizens, young and old, to stem the tide of an ever-changing complex society. Perhaps the assumption has been that people in general gain enough incidental knowledge to live in a business-oriented society without negative consequence or special preparation. Whereas, more individuals than ever before are faltering in such areas of knowledge as: budgets and budgeting, keeping accurate household records for tax purposes, investments, knowing how to save and to secure discounts, understanding the simplest rudiments of living in a free consumer-based economy, or understanding the impact of insurance or law upon their lives. With some degree of expertise, business educators everywhere need to think creatively about the kinds of courses that can and should be taught to adults in need of the kind of help we are capable of giving. Many times, it is how we *package* these courses and our own personal interest in them that make them attractive to adults.

Economic Education

Economic illiteracy is rampant in this country. Literally millions of people have little or no knowledge of how to cope with the challenge of living in a free

enterprise society. Surveys and studies conducted by national economic organizations have repeatedly cited this great deficiency in our educational system: people in general cannot deal intelligently with economic matters. The problems of inflation and use of energy, for example, have become infinitely more mind-boggling largely because people have tended to emotionalize or to politicize their gravity rather than seek to understand the underlying economic causes of the dilemma or to seek remedy and relief.

Unless some agency accepts the responsibility to educate youth and adults to the urgency of becoming knowledgeable regarding production, government spending and consumer phases of our economic existence, as well as to impart an understanding of the role of big government in the whole process, then we are doomed to continue to live in an unmanageable, wayward economic society that will continue to plague us. Business educators, who are perhaps best equipped by preparation to accept this immense challenge, have not sought to do so. Perhaps the task appears too large and forbidding. Perhaps we have felt too secure in teaching vocational competence to deal with matters that might help to ensure economic independence for our people.

Whatever the underlying causes, the need for sound economic education continues unabated. Business educators can no longer afford to observe from the sidelines. They can become catalysts, prime movers of economic knowledge. They can offer economics courses or teach economic concepts in existing general business, consumer education, family finance and business organization and management courses. Furthermore, they can inspire the interest of adults in economic matters and begin to offer courses related to such important topics as understanding and managing inflation, understanding the production and consumption of energy, and understanding human resources development.

We haven't really understood that *people* are the key. Knowles acknowledges to this contention when he calls attention to the important matter of human resources development. Referring to the conception of all organizations as "human enterprises in their most vital essence," Knowles states:

> It includes the conception of systems theorists and organization development theorists of an organization as a dynamic complex of interacting subsystems of people, processes, equipment and ideas. It includes the conception of modern economic theorists that the input of human capital is an even more critical determinant or organizational output than material capital . . .[1]

Consumer Education

Learning to make wise choices among items we consume is not a simple matter. Witness, if you will, the rise in consumer advocacy and the consumer protection agencies in this country. It is almost as if we were being protected from ourselves, our own extravagances and indulgences, as well as our lack of knowledge about what to consume and for what reasons. The need for consumer education has never been greater. Those who teach adults would do well to take these and related matters into cognizance. The 1970's have been characterized by increasing demands of consumers for safer, healthier products and for truth about values and prices.

In matters pertaining to consumer education as with economic education, business educators have carried on three major debates as yet unresolved issues: (1) Should consumer education be a separate course or a part of other courses? (2)

[1]Knowles, *op. cit.*, p. 128.

Who should teach consumer education? and (3) What should be taught? Jelley raises these questions in his discussion of the issues in teaching consumer education.[4]

In response to the first question, the answer is twofold; consumer education, which can include considerable economic content, is: (1) being taught in many school districts in separate consumer education courses; and (2) in others, it is being taught as part of existing courses. This author chooses not to join one side or the other of what is best. The objective here is to illuminate the responsibility of adult business educators.

Who is better prepared by virtue of background and preparation than are business educators to teach such important consumer topics as buymanship and money management? clever buying and shrewd bargaining? consumer's rights and ethical requirements? consumer fraud and recourse against it?

Whether these topics and a whole range of others dealing with consumer protection and the role of governmental agencies are included in existing courses or separate courses is a moot question. Our responsibility to adults, as well as to our youth, is to teach lasting consumer concepts that will enlighten consumers throughout their lives, equipping them to cope with attitudes concerning selfishness versus their rights and privileges, as well as the "how to" aspects of consumerism. Anything as comprehensive as this certainly implies separate courses, or even a series of mini courses for adults and youth dedicated to the notion that *quickie short courses* are much more valuable than none at all. Series courses should deal with the spectrum of concerns, not just be limited to special interest areas. The broad objective is to educate consumers in best regard.

In response to the second unresolved issue: (Who should teach consumer education?) It can be observed: (1) that it doesn't really matter, and (2) a combined effort of personnel seems most appropriate. Since business teachers, home economics teachers and teachers of social studies all have something to offer that relates directly to their areas of expertise, why argue about who can teach what in consumer matters. The curr... task requires a joint planning effort on the part of all concerned in a team effort that focuses on what constitutes an enlightened consumer rather than departmental jurisdiction. Until these groups confront one another with whom can do what best and examine areas of overlapping interests, we may be focusing on our limitations rather than on the solutions of the problem. Consumer ignorance must be stamped out. We all have a responsibility!

The third unresolved issue (What should be taught?) has more to do with the scope and complexity of consumer problems than with anything else. It takes the collective objective insights of all interested educators to *sort out* topics of educational value versus those that are fostered by those who have something to sell. Educators have to be keenly aware that sellers and vested interests promote free materials that are carefully packaged, excellent in composition and appearance, but which are so seriously biased as to be of questionable value in educational programs. They can be used, but not without careful assessment and warnings to learners. The final goal has to do with teaching consumers to make wise choices among scarce consumer products and resources. Inevitably, their

Ultimate Aims of Adult Business Education

What will be the role of the business educator in teaching adults in the

[4]Herbert M. Jelley, "Issues in Teaching Consumer Education," *Business Education: Yesterday, Today and Tomorrow*, NBEA Yearbook, No. 14, 1976, pp. 173-177.

future? There are some signposts based on past performance that point the way.

Thus far in this monograph, we have established the premises that: (1) change is ever present, (2) business education is at the heart of a change-oriented society, (3) the long suit of business education has been its enduring vocational skills emphases, (4) the teaching of skills combined with a change of venue to include courses/programs concerned chiefly with how to live in a business-oriented society requiring economic and consumer understandings are present, and (5) the willingness of business educators to examine the fact that adults do have a right to be educated is gaining prominence.

Always the *present* picture in education, not to exclude business education, is somewhat vague and some of its parts are even obscure. Sociologists, who observe our whole social structure, have observed many times in the past and in the present, that education trails behind social-technological change by as much as fifty years. Most of us tend to think that we have done rather well in business education in adapting to sweeping technological changes as reflected in our office machines and data processing/computer related courses. At the same time, we have responded somewhat more slowly to the need for courses directed to solving the ills of the business world and society in general.

This author takes the position that we are at the crossroads in business education in general and in adult business education in particular, when it comes to deciding our program priorities. Perhaps the greatest change to take place in us will be our perception of *when* people learn. In the light of decreasing enrollments of children and youth in the 1980's, we will likely begin to see adults as a new market for what we have to offer. It has been observed that there is a trend toward more adult and continuing business education. "High school enrollments (now approximately 15.7 million) are leveling off and are expected to drop in the next several years. Collegiate enrollments (currently about 11.3 million) may show similar decreases in the years ahead. But adults are enrolling in greater numbers in a wide variety of post high school programs and this is likely to continue for many years."[1] At the same time, we have observed there is a trend toward shaping our programs in terms of behavorial and performance objectives with increased emphasis on competency-based instruction.

Further prediction is risky at least in one regard: no one can clearly observe at this time whether cataclysmic world events may change the world as we know it, and bring about a commensurate upheaval in the way we do things. Barring this prospect, however, we cannot ignore changes already evident. If the lifelong learning concept prevails, the perception of education in general must also change and probably will. Best, in an article concerned with the future, asserts that, "For most persons in our society, the activities of education, work and leisure are arranged in what might be called a *linear life plan*. We march through school in youth, work or child-rearing in mid-life and retirement in old age." He goes on to say that, "The world of the future will likely require more flexibility in the way we schedule education, work, and leisure over a person's lifetime."[2] Clearly, if these conceptions are invoked, we cannot sidestep our obligations to teach adults and to teach them in a very different context. Our teaching/learning resources will be dispersed in ways quite different from what we now know.

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[1]Louis Nanassy, "Trends in Education for Business," *Journal for Business Educators*, Ball State University, Vol. XLIIX, No. 2, Spring, 1978, p. 13.

[2]Fred Best, "Recycling People: Work Sharing Through Flexible Life Scheduling," *1999: The World of Tomorrow: Selections from The Futurist*, 1978, p. 122.

CHAPTER III. ADULT BUSINESS EDUCATION IN THE UNITED STATES

The purpose of this chapter is to provide the reader with a view of the contemporary scene of adult business education at both secondary and post-secondary levels in the nation. If an insight into the changing patterns of adult education is to be gained, it is evident that the reader will need to understand that far-reaching changes have emerged in education during the past decade that have markedly affected the status of education in general and of adult education in particular. Overall planning for education has provided the backdrop. Some clues for future planning are evident. We will examine this phenomenon by presenting sample programs that reveal adaptation to change.

Adult business education has reached a transitional stage where its leaders must take into account what has been happening and plan accordingly. We will need to examine: (1) the overall planning for education and adult/continuing education that has been taking place in various states in the nation; (2) the impact of such movements as lifelong learning and competency-based instruction on adult business education, as well as innovative changes at the secondary, community college, four-year college and university levels; and (3) the development of special programs for women and minorities. This represents a large order and these topics must necessarily be dealt with in a concise manner.

State Planning for Education

Each of the fifty states of the United States has a plan for the education of its citizens, most frequently referred to as the "Master Plan for Education." These plans are generally broadbrush and are concerned with the education of children and youth, and more recently of adults. While adult education has been mentioned in master plans of the recent past, it is indeed a very recent trend to give credence to what happens to the individual learner over a lifetime and to begin to view the education of adults as a significant factor in the lifelong learning concept — education "from the cradle to the grave."

Some states have delegated to a special task force the responsibility for developing plans that deal in concrete ways with adult/continuing education. Most of these group efforts reveal that the lifelong learning concept has not gone unnoticed. States are indeed awakening to the educational needs of adults.

For example, the Pennsylvania Post-Secondary Education Planning Commission's Task Force VI on Continuing Education completed its report in 1977. The thrust of what was presented in that important seed document, after review and refining processes, has been incorporated in the Master Plan for Higher Education in Pennsylvania for 1978. It stands as a symbol of planning for continuing education.

The initial charge made to the Committee on Continuing Education by the Pennsylvania Post-Secondary Planning Commission through the former Commissioner for Higher Education, Jerome M. Ziegler, was as follows:

1. Assess the need for and develop an adequate delivery system to reach all Commonwealth citizens;

2. Promote articulation between the educational community and new forms of learning;
3. Identify wider target populations for continuing education;
4. Develop funding recommendations for continuing education.[1]

The report reveals that the Committee's task was to state assumptions, formulate plans, and recommend strategies for implementing those plans. The Committee was further directed to leave to the Pennsylvania Department of Education staff and other appropriate personnel the execution of those specific actions approved by the Statewide Planning Commission. The charge to the Committee was met; and the report is available for those who want a model.

It is reasonable to assume that the *Master Plan for Higher Education in Pennsylvania, 1978*, will make its mark on continuing education programs in the Commonwealth in the next decade. It upholds a departure from the tradition of educating only children and youth as the mainstay of education and embraces the concept of a strong, viable Commonwealth system of continuing education for adults. It can and will serve as a beacon for education for adults regardless at what level these programs are to be offered. It illuminates the path for other planners.

Emerging Vocational Business Education Programs for Adults at the Secondary Level

In this section, we will examine a model adult business education program for an urban school district and briefly review several adult education programs of rural-urban school districts, consistently noting the impact of planning for adult education in the light of current developments. We will take a close look at a competency-based program designed especially for adults and present a model competency-based program.

An Example of Urban Planning — The program for adult education in St. Louis provides some special insights into programs that are designed to serve adults in urban school districts. Mary Witherow, a consultant in business education for St. Louis Public Schools, states that, ". . . business education must assume a role from pre-vocational (general consumer information) through vocational (skill training for employment) to adult educational training and retraining for employment."[2]

Witherow states that the role of adult education has been expanding in the St. Louis school district due to several factors: (1) The desire of companies to upgrade clerical employees; (2) Government funds are available to help provide training; and (3) Many adults have a desire to advance their skills, frequently seeking promotion to a better job or salary. She observes that in order to accommodate the plan for educating adults, classes have been moved away from the school settings to company locations. Concurrently, many new ideas and issues revolving around administrative/supervisory tasks required special attention. In keeping with this requirement (the thing that may make the St. Louis program unique) is the employment of a developer for the adult business division. This assignment involves an irregular work schedule encompassing both day and night

[1]Pennsylvania Post-Secondary Education Planning Commission, Committee on Continuing Education Task Force VI Report, 1977.

[2]Mary Witherow, "A Supervisor's Place in the Adult Education Program," *Business Education Forum*, May 1979, p. 24.

hours. The duties include:

—Visiting with local business, government and industrial representatives to identify pre and inservice training needs
—Developing instructional materials and training programs for the needs that are identified
—Recruiting enrollees into adult training programs
—Serving as an instructor in the training program until enrollment and responsibilities justify the need for other instructors to assume such tasks
—Helping secure staff for courses
—Assisting with advertising and publicity for the entire adult business education program and special courses

The St. Louis program is one of vision and offers some solace for planners of urban adult business education programs.

Examples of Rural-Urban Planning — Many schools in America bus students from rural and widespread thinly populated areas to the central location of the school building or campus. It is not surprising that these institutions have special problems in attracting an adult clientele for their courses and programs. Clearly, it takes special kinds of imagination and planning to create programs that will appeal to the diverse population whose needs vary widely. Cake decorating, chair caning, ceramics and slimnastics or belly dancing courses, as well as recreational courses, such as tennis, frequently attract an adult clientele with enthusiastic zest for participation. They do this in competition with more requiring, more academic or vocationally oriented courses. Some school districts have been successful in promoting both — the glue that holds the program together.

Cumberland Valley School District, near Mechanicsburg, Pennsylvania, serves a rural and fringe edge urban sprawl population. Yet, this has not been an obstacle in serving up adult education programs that utilize the business program resources of the school, including equipment and faculty. Forestalling the possible negative consequence of a continuing gasoline or energy shortage, the district plans to offer the types of courses and business-oriented courses that it has in the past, making generous use of regular faculty to teach these courses. The most recent programs offered to the public have included:

BOOKKEEPING — (Mon. 7-9)
The accounting cycle of a single proprietorship is presented in its simplest form, including the recording of bookkeeping transactions and the preparation of financial statements. Combination journals, subsidiary ledgers, and payroll systems are taught. If time permits, the class may be introduced to automated data processing and a simple practice set involving the theory of accounting could be completed.

ADVANCED BOOKKEEPING — (Mon. 7-9)
The course starts with accounting with special journals, then covers the cash register system and petty cash. Sales taxes, bad debts, fixed assets and depreciation are taught. Accounting for notes, accrued income and accrued expenses are covered. If time allows, the course will finish with an introduction to partnerships and corporations. Prerequisite — completed a Bookkeeping I course.

BUSINESS COMMUNICATIONS — (Tues. 7-9)
The following areas will be covered in this course: understanding language, vocabulary building, mastering the basic patterns of English sentences, improving the use of punctuation, capitalization, numbers, and developing com-

petence in writing effective sentences and paragraphs. Stress will be placed on writing business memorandums and letters with clarity, correctness and conciseness.

OFFICE MACHINES — (Tues. 7-9)
An opportunity is provided to learn the following business machines on either the acquaintance or proficiency levels: 10-key and full keyboard adding-listing machines, electronic printing and display calculators, Comptometer, fluid and mimeograph duplicators, transcribing machine, and IBM Selectric typewriter. You may work at your own speed on as many of the aforementioned machines as you desire and as class time permits.

SHORTHAND I — (Mon. 7-9)
This course introduces the writing of theory, short forms, and initial speed development using a symbol system method of shorthand. This course is designed for the individual with no previous shorthand background.

SHORTHAND DICTATION AND SPEED BUILDING — (Mon. 7-9)
This shorthand course is for those adults who have mastered a shorthand system and wish to increase their shorthand vocabulary and dictation speed. Enrollees should be able to take shorthand dictation at 60 words-a-minute or better.

TYPING (Beginniners) — (Tues. 7-9)
Learn the keyboard, operative parts of the typewriter, centering, personal and business letters and typing columnar material. Electric typewriters will be used.

TYPING (Intermediate) — (Wed. 7-9)
This course is for those who know the keyboard and operative parts of the typewriter. Instruction will be given in centering, personal and business letters, columnar material and manuscripts. Emphasis will be placed on speed building.

TYPING (Advanced) — (Mon. 7-9)
Participants will review typing columnar material, personal and business letters, manuscripts, and typing on business forms. In addition, error correction techniques and making carbon copies will be covered, as well as improvement of speed and accuracy to reach Civil Service standards. Enrollees should know correct keyboard fingering and be able to type at least 30 wpm without looking at the keyboard.

The courses listed are those that are rather typically offered in school districts throughout the U.S. with some variation. It can be observed that they are traditional. Other courses, somewhat less traditional are offered in other programs in diverse locations. They include such courses as: secretarial practice, IBM card punching, data processing and computer-related courses, income tax courses, law courses in various forms, cashiering, and business mathematics. Programs may also include courses for income management, word processing, consumer-related courses, courses dealing with economic outlook and investment planning, real estate courses, and the like. Offerings such as these are found in programs of adult business education in such locations as Dade County, Florida, or Montgomery County, Maryland. It can be observed that the county programs are usually broader in scope, serve a wider geographic distribution of the population, both urban and rural, and enjoy a better financial base of operation than typical high schools in the country although there is some danger in making such a generalization. For surely, one would be able to cite a school somewhere that manifests the *ideal* program.

Competency-based Programs for Adults — Earlier in this monograph, the

author dealt with competency-based instruction as a concept and the extent to which it is now reflected in school programs across the nation. At this juncture, we need to examine competency-based instruction as it relates to vocational business education programs for adults. At the outset, it must be made clear the competency-based instruction for adults as we have previously defined it pertains to a "performance-based process, leading to demonstrated mastery of basic and life skills necessary for the individual to function properly in society."

This definition may or may not be consistent with the definition of competency-based instruction programs that have been designed for children and youth and are now in place in numerous school districts nor with those now being planned or underway. The distance between them may be as distinct as the difference between andragogy and pedagogy. In adult education, we are, after all, dealing with mature learners who in many cases are already engaged in a practical sense in the very skill they may be seeking more knowledge about or are hoping to polish. The upshot is that we cannot assume that competency-based programs designed for children and youth who are lacking in the experience requisite are automatically appropriate for adults.

One very recent study, dated June, 1979 focuses on the establishment and implementation of competency-based programs for adults in vocational business education programs. The study sheds light on some of the crucial issues that may be involved in developing competency-based instruction for adults. Teachers and others who are planning competency-based curricula should be aware of these issues:

1. The shift from time-based to outcome-based organization means that teachers, who are accustomed to group instruction, will need to be educated to the concept of open entry/open exit. Teachers will need to learn how to deal with their new roles as counselors, facilitators, diagnosticians, and placement officers. In-service training may be needed.
2. Since a CBE program provides a variety of instructional activities from which the adult learner can choose in pursuing a given outcome goal, the school district must be prepared to go beyond the school walls if necessary to provide needed realism. Cooperative education and on-the-job training may need to be developed for the adult learner seeking life-role competencies that cannot be satisfactorily simulated in the classroom.
3. In a CBE program, the expanded amount of record keeping and the task of assessment can be demanding. Moreover, the more frequently the students request evaluation, the more complex will be the teacher's task of coordinating and assigning these students to appropriate instructional materials based on the results of the assessment. School districts may need some type of technology or teachers' aides to deal with the problems of record keeping and assessment.
4. Because there are many diverse approaches to CBE-type programs and practices in school systems across the country, there can be confusion and misinterpretations. There is a need for a more precise and standardized language system that does more than distinguish among terms such as competencies, capacities, and certification.
5. For many competencies, the specific minimum and mastery levels of performance will vary according to the locality and the requirements of employers in the community. Unless teachers are alert, there must be a tendency for the *minimum* level to become the *maximum*. Therefore, administrators and teachers will need to use judgment in setting realistic

standards of achievement for a given program. The frequent use of advisory committees is thus very important in this type of delivery system.[3]

The implications to be drawn from this important study are that: (1) Competency-based instructional programs for *adults* in business education are very limited in number in the U.S. Several examples (models) are presented in the study, but little information is available concerning how the programs are (a) structured and (b) how well they serve their purpose. (2) Competency-based instruction for adults in business education is a new fabric to be tested for strength and resiliency. Undoubtedly, when this monograph is revised, much more will be known about competency-based instructional programs for adults in the business area and we may be able to cite numerous examples of programs that are functioning well and begin to detail their operational variables. For the present, let us briefly review one functioning program.

Miami Lakes Technical Education Center, Dade County School System, Miami Lakes, Florida, has a competency-based business education program for adults. The school provides a wide variety of career-related programs from practical nurse to truck-driver, from beautician to auto mechanic, from welder to secretary. Its diversified program is for adults and is offered on a full-time or part-time basis, in either day or evening classes. Whenever possible, the courses are offered on an open entry/open exit basis; students may enter courses when they choose within the limitations of the program and leave when they complete course requirements. The Center's Student Services Department provides counseling and placement services, and there is a day-care center for children of students enrolled in the school. These services are sponsored by Dade County Public Schools at a minimal cost.

Courses at Miami Lakes Technical stress individualized competency-based instruction and employ a good deal of audiovisual materials. In the business and office careers department, the five teachers do some drill work, especially group drills in typing. Students progress at their own rate. The department offers the following courses with competency-based requirements: Bookkeeping, Business Communications, Clerical Office Practice, Dictation and Transcription, File Clerk, Income Tax Procedures, Legal Secretarial Training, Machine Shorthand-Beginning, Machine Shorthand-Intermediate, Medical Secretarial Training, Medical Terminology and Transcription, Receptionist, Shorthand-Beginning, Typewriting and Word Processing.

Adult Education Programs in Post-Secondary Institutions

Innovative Programs in Four-Year Institutions — An increasing number of colleges which were at one time almost the exclusive domain of 18-22 year olds have begun to accept adults as a legitimate clientele and to recognize their right to be educated. Mundelin College in Chicago is one college among many now promoted in major newspapers and other media including T.V. as offering a so-called Weekend College for Adults.[4] The weekend college for adults is Mundelin's answer to a shrinking regular 18-22 year old student population. Its program is

[3]Phyllis Morrison, "Guidelines for the Organization and Administration of Competency-Based Vocational Business Education Programs for Adults," A Report to the Department of Education, Commonwealth of Pennsylvania, June, 1979.

[4]Tina Stretch and Ronald Cervero, "A Weekend College for Adults," *Lifelong Learning: The Adult Years*, Adult Education Association of the U.S.A., February 1979, pp. 8-10.

designed specifically around the characteristics of adults who are employed full-time outside of the home.

A full range of college services are provided for adults on weekends altered in some ways to parallel the interests of adult students. Weekend students may live in college residence halls if they choose on weekends, for a small fee. Faculty schedule regular office hours; and, most routine services such as registrar's office, cafeteria, college store, business office and financial aid are available to them.

The weekend college at Mundelin has been unusually productive. A new source of students has been found. The number in the program has increased from 98 (9.3 percent of the student enrollment) when the program began in 1974 to 650 (44.6 percent of the student enrollment) in the fall of 1977. It would appear that the weekend college concept for urban institutions can be very worthwhile if enough time, thought and resources are allocated to making them successful.[5]

Another college that has innovated a program for adults in business is Queens College at Charlotte, North Carolina. The Director of Continuing Education at Queens planned and implemented a program called *Wednesday College for Small Business Owners.*[6]

While there are many individual courses offered in colleges across the land for owners of small businesses, few are presented in a meaningful series or in sequence over a period of time as apparently is the case at Queens.

The Director consulted with the local office of the U.S. Small Business Administration, with the Queens College Business Administration Department, as well as with business leaders in setting up the seven-week, seven-topic curriculum. It included timely topics imaginatively labeled: (1) "You're a Big Time Operator," presented by the Small Business Administration. It dealt with business plans, financial factors and sources of management assistance. (2) "Your Business and the Law." (3) "How to Make Your Records Talk." (4) "The Price Is Right." (5) "Tell the World — Advertising." (6) "Community Relations." (7) "What's in Store," concerned with the local economic outlook for Charlotte.[7]

Community College Business Programs — In 1977, Harrington reported in his book, *The Future of Adult Education*, that, "The fastest growing part of post-secondary education, the Community College Network, is deeply committed to helping older men and women."[8] Many of these two-year institutions in the nation have had the flexibility that makes it possible for them to offer programs on adult business education that are attractively priced, conveniently located, and *right on target* for adults of the close-up community. Harrisburg Area Community College is one such institution. Over a period of time, it has offered a wide spectrum of business-related courses and programs in such areas as management, secretarial, computer/data processing and word processing. One of the most appealing business programs offered by the college recently was *Women in Management.* Another to be offered in the near future is *Transportation Management.*

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[5]*Ibid.*

[6]Linda C. Gardner, "Wednesday College for Small Business," *The Forum for Continuing Education*, February 1979, p. 3.

[7]*Ibid.*

[8]Fred Harvey Harrington, *The Future of Adult Education* (San Francisco: Jossey-Bass Publishers, 1977), p. 4.

The External Degree —

> The population contains a large number of adults who were born too early to take advantage of the widespread opportunities made available to younger men and women through the expansion of facilities of higher learning. It is these adults, now caught up in the pressures and concerns of mature life, who are the largest potential for the external degree . . .[9]

The term *external degree* is a term that has countless meanings. It is essentially a non-traditional approach to the earning of credits for a degree which does not require the learner to abide by the formalized classroom approach established for accumulating the necessary credits for a degree. It might include emphasis on some form of teaching/learning, e.g., television, videotapes, contracts, or mentors. It might stress special kinds of evaluation, such as specific or general examinations, the assembly of portfolios on appropriate experience or the judgment of committees of assessment.

Houle cites a number of higher education institutions in the U.S. having some form of the external degree, including SUNY-Empire State, Minnesota Metropolitan State College, Florida International University, Community College of Vermont, Extended University of the University of California, California State University, University Without Walls and a number of other institutions with some limited forms of the concept.[10]

Minnesota Metropolitan State College has an external degree program worthy of note, one that offers structure that could be assessed and adapted to programs of other colleges and universities. According to Houle:

> The degree contract, which the student is fully responsible for initiating and carrying out, should show how an appropriate level of competency is to be achieved and demonstrated in each of the five areas which the college has defined as essential. Each has been fully defined in the College's literature and the level required depends upon the student concerned. Stated briefly, the competency areas are: (1) *Basic learning skills* (includes the ability to find and use information and resources, to identify one's learning needs and plan strategy to meet them, to write coherently, to communicate effectively orally, to comprehend written information, to listen with discrimination and to handle general computational tasks; (2) *Civic skills* (includes understanding of the urban community, the student's interrelationship with it, and the skill to work with other people toward social goals); (3) *Cultural-recreational competencies* (includes an awareness of the many products and activities of civilization—literature, the fine arts, the humanities—and the ability to share them creatively); (4) *Vocational competencies* (includes the possession of one or more marketable skills, not merely an awareness of the world of work); and (5) Personal and social awareness (includes an assessment of the individual as he sees himself and as he thinks others see him and a realization and tolerance of individual differences).[11]

Obviously, external degree programs, including the one for MMSC briefly described here, are part of the contemporary scene and the transitional mode of colleges and universities. Institutions' faculties, fearful of *giving away* their right of prevalence over the educational process, have been extremely cautious in developing and implementing non-traditional programs such as the external degree program. MMSC's external degree program may have *idealistic* re-

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[9]Cyril O. Houle, *The External Degree* (San Francisco: Jossey-Bass Publishers, 1973), p. 46.
[10]*Ibid.*
[11]*Ibid.*, p. 103.

quirements in it that far out-distance those exacted for traditional degree students. For example, how many degree-granting institutions require those matriculated to demonstrate *skill to work with other people toward social goals*? Very few, really. The exciting prospect is that *safe experiments* like the external degree process which offer promise of altering significantly what we now defend as legitimate degree programs will emerge to improve the image and viability of higher education.

The Empire State College — Before we leave this discussion of innovative programs in post-secondary education, we will take a brief look at a program that offers individualized education and other approaches to higher education, the Empire State College of the State University of New York (S.U.N.Y.). Empire State was created in 1972 and was mandated to develop alternative approaches to higher education. Subsequently in 1974, the Center for Individualized Education at Empire State College was established.

While on sabbatical leave, your author visited Empire State College, headquartered at Saratoga Springs, New York, to learn firsthand of the scope and spirit of this unique operation. The college as such has no campus or central location, but instead relies on a cooperative relationship with other institutions and organizations. It sponsors a variety of manageable structural units — learning units, learning centers, and mentors on location.

Often in adult education, we have ballyhooed the concept that adults deserve individualized instruction and attention. And, in some cases, colleges and universities, through the cooperation of their faculty members, have achieved a measure of success in attending to the needs of the individual learner. To date, only limited progress has been achieved in this regard because of the way colleges and universities are structured. Faculty members have full teaching loads and attention is necessarily given to the individual learner in a sparing manner, in spite of all good intentions. Empire State, through its network of cooperating institutions, has seemingly helped to solve this major dilemma.

Although not much information is available at this time regarding *how well* the center operation is working, the Center for Individualized Education at Empire State, designed specifically to coordinate programs of individualized instruction, has the cooperation of seven institutions of higher learning in the nation in developing and implementing programs that recognize the needs of the individual learner. These institutions include: the State University of New York at Brockport; Rockland Community College, New York; the University of Minnesota; the Community College of Vermont; Bunker Hill Community College, Massachusetts; New College at the University of Alabama; and, Metropolitan State University, Minnesota. The latter institution, Metropolitan State University, is the only institution among the seven which intentionally focuses on educating adults and attends to their individual needs, rather than duplicating traditional approaches to this important endeavor.

Metropolitan State University is providing evidence that the concept of individualized instruction is a workable concept. When the students initiate a program at Metropolitan State University, they enroll in an individualized instruction course (IEPC). The course is specifically designed to: (1) help the individual learn the principles undergirding self-study; (2) understand the university's policies and assessment procedure related to the individualized approach to learning; (3) identify his/her current competencies and needs; and (4) design his/her own upper division degree plans. It represents an exciting concept for the education of adults. Hopefully, many institutions of higher education will

study the model and begin to devise workable programs rather than giving lip service to the concept.

Adult Education Programs for Women — The New Majority

In general, one can observe that women in America are increasingly gaining financial independence and are becoming more effective in their political participation and persuasion. As reported in the July 17, 1979, issue of *U.S. News and World Report*, women are aspiring to political leadership positions. "In all, about 750 of approximately 18,800 municipal governments in the U.S. are headed by females." Moreover, women have achieved greater recognition in the business and industrial world in terms of equal pay for equal work and in terms of their ability to manage.[12] In each of these arenas of gain for women, more often than not, programs in business education have played a useful part in their productive lives, providing preparation for earning a livelihood as well as psychological support entering the world of business.

Some specific examples of funded programs designed to examine sex bias in business have been reviewed in the Annual Report of the Women's Educational Equity Act Program (1978). WEEA was passed and signed into law (Public Law 93-380) as part of the Special Projects Act of Education Amendments of 1974. Among those funded programs relating to women in business most recently carried out are: Business and Management Training for Rural Women, Oregon State College, Ashland, Oregon; and Basic Business Education Training Model for Minorities, National Committee for Household Employment, Washington, D.C.[13] These funded programs along with others inspired at the federal and state levels are calling attention to special educational needs of women. Colleges and universities are responding to the call. As noted earlier, by 1978 women constituted 52 percent of the part-time students and 46 percent of the full-time students in colleges and universities in the nation.[14]

To cite one business-related university program for women, among several, as an example: Ten years ago at the University of Oklahoma, the Women in Business program was organized. It was originally designed to serve beginning secretaries. It has kept pace with the times and the demand. The program currently offers classes, workshops and seminars in a variety of areas ranging from basic secretarial courses to seminars for women in advanced management.[15]

In spite of the emphasis on a women's movement that began more than ten years ago, relatively little has been done in business education in general that admits to change to accommodate women. Wright points out that, "Although business educators develop curriculum delivered to women in more than 90 percent of the enrollments, little has been written concerning the manner in which the curriculum has been flexible (or even flexed) in meeting the demands of women in the working world. There is a real void."[16]

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[12] American Assembly, "Women in the American Economy: A Look to the 1980's," New York, NY (background papers), (Englewood Cliffs, NJ: Prentice Hall, 1976).

[13] Margaret A. Follett (ed.), U.S. Department of Health, Education and Welfare, *Women's Educational Equity Act*, Third Annual Report, September 30, 1978.

[14] Hriceniak and Mannebach, *op. cit.*, p. 39.

[15] Joy Reed, "New Programs for the New Majority," *The Forum for Continuing Education* (Englewood Cliffs, NJ: Prentice Hall, April 1978), p. 4.

[16] Lucille Wright, "Let's Improve Our PR and Attract Female Students Back to Business Programs," *Business Education Forum*, November 1978, p. 49.

The Interface of CETA and Adult Business Education Programs

The *Comprehensive Employment Training Act (CETA)* (Public Law 93-203) was passed in 1973. It decentralized Department of Labor manpower programs throughout the nation to state, county and city levels. An outgrowth of the *New Federalism* concepts of the early 1970's, CETA represents the belief that solutions to local manpower concerns are best developed at the local level.

By 1979, the CETA program had gone through several periods of doubt and criticism, largely because federal authority cannot usually *manage* local affairs well, even though they seek to do so. Sound direction is often missing. The major stumbling block for the implementation of CETA in adult education, it would now appear, was the fact that the local administrators of well intended CETA programs for adults had been given very little guidance in developing and implementing workable education-related CETA programs. They had to develop programs out of their own mental resources in many cases and without much guidance. It is surprising that so many early endeavors were relatively successful. In 1976, a very useful document was published which, though its impact may not yet be fully realized, brought a measure of order out of chaos. It is entitled *Education and CETA: A Coordination Guide for Adult Education and Vocational Administrators.* Anyone instituting a CETA program for adults at the institutional or local level should be thoroughly familiar with this document.[17]

The primary goal of CETA is the training or retraining of adults so as to make them employable. The CETA program participants, *students*, are made up primarily of individuals who have never held jobs (housewives, for example) who must now seek employment because of divorce, disabled husbands, or inflation. Other participants might include individuals who have lost their jobs because of mechanization, employer relocation or work reduction and for one reason or another must now be trained or retrained.[18]

There is undoubtedly, because of market demand, a wide open field for business educators to offer through CETA funded programs opportunities for individuals who need to be prepared in office education or in communications. Winchell calls attention to the fact that CETA clientele are a special group of learners with special needs. He sees the task for teachers as one of being attuned to reality and requiring insights into real business situations. Moreover, he sees CETA students in need of reassurance that they are capable of accomplishment. He provides an example of a successful instructional setting for interested prospective CETA teachers.[19]

It would appear at this writing that in spite of the recent barrage of criticism of CETA programs in locales throughout the U.S.A. (some local practices have certainly warranted such criticism), the administration of the program will be tightened up and it will be continued. Clearly business educators have an important role to play in helping to raise the educational level of the community by reaching out to teach the *economically disadvantaged* who are eligible to benefit from a CETA program. It is recommended that enterprising business teachers work with county CETA agencies in developing worthwhile, workable programs.

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[17]Office of Human Development (DHEW), Washington, D.C., Education and CETA: A Coordination Guide for Adult Education and Vocational Administrators, 1976 (ERIC ED 133 501).

[18]*Ibid.*

[19]Michael Winchell, "Teaching Communications to the CETA Student," *The Balance Sheet,* (Cincinnati, OH: South-Western Publishing Company, March 1978), pp. 252-253.

CHAPTER IV. PLANNING AND PROMOTING ADULT BUSINESS EDUCATION PROGRAMS

The business education teacher is the key to successful adult business education programs in secondary and in private schools. Essentially, it is the teacher/leader, sometimes fortified with released time, sometimes not, who makes the difference in adult business education programs. Enthusiastic interest in educating adults is an essential ingredient. True, many school districts have identified someone at the administrative level who helps to design, package and promote adult education programs. But, in general, the real strength of the program is embodied in the teacher.

The Business Teacher as a Resource in the Community

There have been numerous articles written on community resources and how they can be utilized by business teachers in relationship to the classroom teaching. Not much has been written, however, about the role of the business teacher in the whole process of improved community relationships. For years, it seems teachers have been waiting for the business community to make the first move in narrowing the gap between the school and the community, not fully appreciating the opportunity to exercise overt leadership in moving toward the community, thus facilitating an improved relationship. More thought is being given to this important element than has previously been evident. Perhaps more teachers will accept the challenge.

How does a business teacher become a community resource? Will community participation on the part of the teacher have its reward? In response to the first question, Garcia has suggested that in order to become a community resource,

> . . . The business teacher may be given responsibilities that require serving in different capacities. As a community resource, the business teacher can render professional service in the following capacities: (1) As an executive advisor to set policy for decision making and long-range planning; (2) As a resource person and consultant — to solve problems and develop effective approaches for problem solving; (3) As an educator, teacher, advisor and counselor — to develop human resources through manpower development training programs; (4) As an intern — to gain practical experience through the application of academic principles in community situations; and (5) As a public relations person — to learn about the community and to teach the community about business education[1]

In response to the second question, will community participation on the part of the teacher have its reward, the answer is simple enough. In most areas of life, we receive in return in proportion to what we give. It would be hard to conceive that community participation in one or more ways suggested by Garcia, or in

[1]Nelda C. Garcia, "The Business Teacher as a Community Resource," *Alternative Learning Styles in Business Education*, NBEA Yearbook (Reston, VA: National Business Education, 1979), p. 191.

some other way, would not have its compensations. Undoubtedly, opportunities exist for reaching out to the adult community in countless ways that will enhance the school's program in general and adult education programs in particular.

Reaching Out to the Community

Studying ways to reach out to the community to serve is one approach to improved community relationships — a highly recommended step for the business teacher. Knowing what resources are available in the community can also help the teacher in the quest to build a stronger program, one that can serve students, young and old alike. A more effective adult education program can be developed around the teacher's knowledge of community and its resources:

1. Seek demographic information regarding the population to be served.
2. Determine the stability/mobility of the population, the appending employment trends, as well as the rate of unemployment.
3. Study the makeup of the major employers of the area and the types of business and industry in which they are engaged.
4. Assess the types of positions and jobs held by employees and the type of openings that are likely to occur, as well as the rate of job turnover.
5. Ask employers to cooperate in determining changing work patterns, skills needed, and programs you might help supply in upgrading employees.
6. Survey the interest of adults in enrolling in the adult vocational business program.

The information obtained from the kinds of study suggested here can prove most useful in developing an adult education program. Official statistical reports of business and governmental agencies will supply background information, but by far the most worthwhile information can be obtained through interviews with local employers. Out of the knowledge obtained from these sources, one can develop a workable *business education advisory committee* that can, with careful selection and planning, provide a bridge to the community.

Determining the Extent of Adult Education in the Community

Adults have almost unbridled opportunities to learn. A host of agencies, organizations, as well as formalized programs other than the one you propose, vie for the time and interests of adults. One needs to observe the scope of the total educational enterprise in the community and learn from this observation "who can do what in best regard" before establishing a program that may duplicate the efforts of others. This assumes that other organized groups will cooperate and that in itself could prove a worthwhile objective.

It is an urgent matter that administrators of adult business education programs know the spectrum of agencies, organizations, business and community entities offering adult education and recreational programs (1) for prospect referral purposes, (2) for controlling the offering of duplicate programs, but more importantly, (3) for moving in concert with rather than in competition with other programs. For practical purposes, a partial list of possible *adult education sources* to be investigated, depending on the size of the community, is included here for your consideration. Check them out:

1. Other schools, public and private
2. Community colleges, four-year colleges and universities

3. Private business schools
4. Chambers of commerce, retail merchant associations, rotary clubs
5. Manpower Development Training (MDT), Comprehensive Employment Training Act (CETA) programs, and Opportunities for Industrialization Center (OIC)
6. U.S. Government Small Business Administration programs
7. Professional business organizations such as Administrative Management Society, American Bankers Association, American Management Association, and National Secretaries Association
8. Government agencies such as Office of Economic Opportunity (OEO)
9. Churches and church-related organizations
10. YMCA's — YWCA's
11. Military installations
12. Senior citizens' organizations known by a variety of names

Organize-Plan-Implement-Act

When it has been determined that an adult business education program is a productive pursuit, and surely there is a need in most communities for such a program, proceed to organize the program (perhaps yours needs overhauling because important steps were skipped). Plan each phase of the total effort:

1. Study the context of the adult community you wish to serve.
2. Plan the overall dimensions of the program, including the format, scope, and general design of it.
3. Form a business education advisory committee and consult with them concerning your plans and objectives.
4. Obtain the preliminary and final approval of your superintendent and the school board at appropriate stages of your planning.
5. Seek the support of your colleagues; enlist them in the discussions concerning objectives and planning.
6. Depending on the scope of the program, appoint a chairman or director of the program.
7. Analyze the possible jobs, operations, and upgrading or career changes inherent in the adult population you seek to educate.
8. Select judiciously the teaching staff and backup support personnel who will teach and aid in the development of the program.
9. Plan the courses to be offered in the program including title, length, content, associated activities, and evaluation proceedings. Behavioral objectives and competency levels to be attained are an essential part of this plan.
10. Determine with your cooperating teaching staff the resources needed for instruction including textbooks, supplementary materials, equipment, and audiovisual materials.
11. Check with a speakers bureau or local business managers regarding business persons who agree to serve as speakers or consultants. (Many local AMS chapters have speakers bureaus as do other organizations.)
12. Seek the cooperation of administrators, supervisors (union leaders, if your faculty is organized), teachers and paraprofessionals.
13. Allocate room space as needed, carefully checking the availability of space. What equipment will be needed?

14. Develop a budget that details salaries and operational costs. Budgets may need to be developed that reveal clearly how the adult education program will share in the heating, lighting costs of keeping buildings open. Are support monies needed? Will fees charged cover costs? Is equipment maintenance a cost item?
15. Plan an evaluation procedure for the program. Course *attracting/holding power* needs to be studied carefully. What courses do adults select and for what reasons: Do they remain in the courses chosen until completion? Do they express satisfaction/dissatisfaction with the course/s? Should a course be offered again? Should allied or higher level courses be offered? These will be some of the questions that will need answers. Consult your advisory committee, survey participating students, conduct follow-up surveys of students, and analyze evening school records. Consult with your faculty. Determine the productivity of the program.

(These same criteria apply in the main to adult education programs that are initiated at the post-secondary level. The administrative structure and program approval steps are at variance, of course.)

Business Education's Role in Planning for Adult Education Within the School and Community

At one time in our history, it was conceived that the school superintendent should be the school district's representative in external affairs, particularly in the community, where he/she frequently served as official spokesperson for the schools. This tradition continues in many school districts in America. Such a practice is indeed shortsighted. It may have been at the root of the reluctance of many business educators to rub shoulders with the leaders of the business community.

Not so today. Increasingly, business educators are joining Rotary Clubs, are serving as consultants to Chambers of Commerce, are becoming active members of business organizations such as the Administrative Management Society and Rotary, as well as taking part in local political movements that are supportive of the schools. Business educators are emissaries of the schools in the community, as are other teachers from other disciplines.

Possibly, business educators are better suited and more interested in treating the community as a sounding board, a listening place if you will, that makes possible the interpretation of what is learned in the community in the school's curriculum, than anyone else. They can and should continue to fulfill this important missionary role. Only by relating to the citizens of the business community can business educators hope to assess the *tempo of the times* and thus carry the message back to the schools where curriculums can be amended to meet change.

The role carries a responsibility with it. Business teachers must somehow stand tall, represent the schools officially only when entitled to do so, and make a good impression. The school's public relations image depends upon these thoughtful responses.

Business Advisory Boards

The concept of the business advisory board has been evident for a number of years. More recently, advisory boards had to be formed by many of the business

education departments in the nation seeking funds — one of the requirements for receiving federal and state funds to support business programs. Unfortunately, this requirement has not necessarily increased the prospect that a workable advisory board would emerge. Many such boards have been hastily organized and have met only on a token basis, and really haven't served any substantial purpose, except to facilitate the acquisition of funds.

The point to be made here is that no one factor offers greater promise for adult business education programs than advisory boards, whose members are carefully selected, and whose responsibility engenders a positive monitoring of the adult education program. Who could possibly be better informed than adults from the business community who in turn can help to devise and support programs that are viable in the eyes of their own constituency? We need their help and should encourage it.

Marketing Strategies, Advertising and Promotion

As competition has increased among institutions for adult student clientele, so has the sophistication of promotion programs increased. National advertising campaigns have become more apparent. Some colleges and universities have engaged advertising agencies, employing all of the *slick* of Madison Avenue to bolster marketing strategies. *New York Times* ads for continuing education programs, for example, have become big business. Hundreds of colleges and schools annually, and perhaps more frequently, advertise in the *Times*. While most of us at the local level will view this phenomena as remote, what we may not realize is that it has helped to set the stage for massive promotional efforts in many locales throughout the nation, designed to build institutional image, as well as to advertise adult education programs. For example, the use of the newspaper tabloids to advertise programs has become widespread in the past ten-year period. Numerous local school districts and community colleges, not to exclude colleges and universities, have adopted this format in reaching the public with programs that are "for sale." It is entirely possible that the practice will continue in the 1980's and even grow as the regular student population dwindles by as much as 25 percent or more in some areas of the nation and the need to attract greater numbers of part-time adult students becomes more pressing.

Local school adminstrators and program managers who are alert to the changing pattern of events are poised to redouble their promotional efforts on behalf of their adult education programs, including those with business education content. It is highly unlikely that adult business education programs will be advertised in isolation from the total program, but rather will usually be included in the total promotional package in some form. In the paragraphs that follow, several approaches to meeting the changing marketing philosophy suggested here are reviewed.

Use of printed advertisements — Brochures, leaflets, folders, newsprint, and booklets describing adult education programs in general and business education programs in particular have become widely used in America. Many have been splashed with color and descriptive narrative, designed to be appealing to the eye and to captivate the reading audience. Whatever their form, and many have been imaginatively designed and with good taste, the impact they have is largely dependent upon their reaching the target audience.

All printed advertising material, regardless of form, must meet qualifications long known to advocates of this media: (1) The material presented

must be such that it attracts the attention of the reader and does so in a tasteful manner; (2) It must appeal to the interests of the reader; (3) Cause the reader to want to respond; (4) Secure the action desired; and (5) The response should be made as simple and painless as possible. To develop material that embraces these qualifications requires much skill, imagination and creativity.

Reaching the desired audience — Much time and effort need to be spent in analyzing the market if courses and programs offered to the public are to be well received and financially self-sustaining. In some cases, we can legitimately expect a profit! Somehow, we must learn *who* has need of the *product* we have to sell and then determine *how* we are going to alert this interested audience of good prospects. Not enough thought is given to this process. Often return registration forms are used in clinching the prospects' interest, but not necessarily for determining the real interest of adults.

Up-to-date mailing lists — Such lists are essential, if we hope to attract specialized audiences to match specialized offerings. For example, a course that is intended to upgrade CPA's is useless, unless CPA's know that the course is to be offered. You should know that there are companies that provide a mailing list service. Of course, there is a fee for this service. Professional Mailing Lists, 170 Fifth Avenue, New York, NY 10010, is one such organization. There are others. Suffice it to say, you must give some thought to *how* you are going to reach your audience with the message.

Postage is costly. Many non-profit organizations, including schools and colleges, are utilizing low-cost mailing permits which slash postage costs to a fraction of first-class rates. Check with other schools or agencies in your area concerning this mailing privilege. You will find that post offices do not generally encourage the non-profit mailing privilege, but if your program is non-profit, you are entitled to this privilege under the interpretation of present laws. Seek it with diligence; the savings are most worthwhile.

Newspaper advertising — Newspapers are generally eager to get your advertising dollar. They will cooperate in a number of ways mutually beneficial to themselves and to you. It has often been observed that you must *spend money to make money*. Newspaper cutout return slips included with your ad provide a direct way to determine whether you are getting a return on dollars invested in newspaper ads. Paid advertising notwithstanding, newspapers are possibly the most useful of all of the media in keeping the public informed about your program. You should consistently enlist their help with your promotional efforts. Pictures and news releases concerning your adult education program are always appropriate and you should feel encouraged to make adequate use of them. Such publicity is free. Newspapers are excellent for dramatizing *success stories*.

The *newspaper tabloid* has come into prominence as a useful, image building/promotional tool. One eminently successful program utilizing the tabloid (a newspaper within a newspaper) is called to your attention here. Cumberland Valley Continuing Education Committee annually sponsors a tabloid promoted by the members of the committee and the *Public Opinion* newspaper, Chambersburg, Pennsylvania. The committee, made up of a wide range of sponsoring institutions including area public schools, an area vocational technical school, several colleges, a university extention program, a community college and interested community agencies annually sponsors the tabloid. Each educational entity places an ad in the tabloid. Area businesses interested in promoting education also place ads in it. More importantly, those participating through pictures, news releases and special interest stories make a total impact

upon the public that is both desirable and effective. Side by side and in one place, the spectrum of educational programs available to the public and of special interest to them are presented annually in this medium. One redeeming side benefit has resulted — program duplication has been largely controlled. Institutions and agencies that generally compete for adult clientele are working together to decide *who can offer what in best regard*. The cooperative spirit is immensely impressive and highly recommended. Someone has to spearhead this kind of effort.

Radio-Television Promotion

Current dimensions of radio — The advent of television in the minds of many observers would hasten the demise of radio as a medium for reaching or selling the public. But, instead radio has stemmed the tide change to find a new consumer role. Undoubtedly, the transistor, which facilitated wise use of portable radios, has led to huge growth in personal, portable radios.[2]

> In 1970, there were an estimated 320 million radios in the United States, or about five radios per household. The number of radios in 1970 was about double the number in 1960. Radio advertising volume has also exhibited growth, rising to $1,380 billion in 1971. This represents a growth of over 100 percent in ten years. At its 1972 level, however, radio advertising revenue was only about 40 percent of television revenue.[3]

There is no evidence that the rate of utilization of the radio medium by schools and colleges for advertising adult education programs grew at the same impelling rate as the growth of the radio industry itself. Nevertheless, thousands of educational entities have used the medium for *spot announcements*, advertising their programs and customarily urging early enrollment in courses and special workshops and/or programs. Anxious to be of public service, many radio stations provide a limited amount of free spot time — well worth investigating.

The advertiser can be more geographically selective of audience with radio than with T.V. Some care must be exercised where a choice exists to choose a radio station that best matches the audience whose attention is sought. Example: One would scarcely want to advertise a program designed for senior citizens on a rock station.

Rates for radio advertising (almost exclusively spot announcements) vary with the length of the spot and the time of day. Not surprising is that rates would be highest at *drive time*. Frequency or continuity discounts are offered by many stations. Fees vary so markedly, depending on these factors plus the rate of inflation in the marketplace, that no rate schedule is included here. Those interested in radio for advertising or promoting purposes should call area radio stations for a copy of their rate cards. When you are doing this, don't forget to check on *free* spot announcements. Radio stations seek your advertising business. Their enterprise may surprise you. Free time may be all you need.

T.V. promotion — T.V. is more prestigious than radio, so many tend to believe. Probably higher rates are largely responsible for this belief. The fact remains, T.V. is an attractive medium of communication. It is reputed that adults in America spend about one-third of their *free time* each day watching

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[2]David W. Nylen, *Advertising: Planning, Implementation and Control* (Cincinnati, OH: South-Western Publishing Company, 1975), p. 323.

[3]*Ibid.*

T.V., more or less.[4] Astounding as that figure may seem, we are a T.V. watching nation. Perhaps we can streamline the whole process of education by offering the educational program we are attempting to sell as a T.V. program in and of itself. Curiously enough, we are moving rather rapidly toward adopting public T.V. as an educational medium. Who can wait to see what will happen regarding the full impact of T.V.?

Rates for spot television and local program rates can be obtained from the individual station's rate card or from the *Spot Television Data Edition of Standard Rate and Data Service.* Rates, as might be expected, will vary considerably depending on length of the spot announcement or program and the time of day it is to be presented. Stations usually offer sixty-second, thirty-second, twenty-second and ten-second spot time lengths plus various program lengths. Rates, of course, vary substantially depending on the time of day the spot is to be presented. During *prime time* periods when viewership is typically high, T.V. rates are also high. They are correspondingly lower at times of expected lower viewership.

Selection of the Proper Media

We are beginning to be able to measure with some degree of accuracy the impact of various marketing strategies. One who plans to advertise or promote an adult education program in business would do well to study what is known about advertising-marketing strategies — a worthwhile individualized study project! In a sense, one need not be expert, but simply be fortified with imaginative approaches to spending scarce dollars for appeals. Remember our premise: The public will *buy* our programs only if they know about them.

Some logical questions the enterprising administrator or teacher/leader will want to ask about selection of media include:

1. Which medium will reach the largest number of prospects for the least amount of money?
2. Is the cost of advertising utilizing a selected medium within the financial capacity of the sponsoring school or agency?

(Reasonably good responses to these two questions set the stage for some further questions that the planner needs to ask.)

3. Does the medium make possible an adequate promotional message, or does it present a limiting circumstance?
4. Will the return on the dollars to be expended justify the selection?
5. Which medium supports the best public relations image for the investment?
6. What is the medium's flexibility? Can the content of the message be changed readily without additional cost?
7. Does the medium provide ample opportunity to promote educational programs or does it merely announce them?
8. Does the medium provide the excitement and pulling power for special promotions?
9. Which medium provides the best opportunity for repeat messages and sufficient continuing exposure?

[4]John P. Robinson, "Great Expectations and Demographic Reality," presented at workshop Adjusting Higher/Post-Secondary Education to the Part-Time Adult Student, Penn State University, July 10, 1979.

These questions, among others, will aid the individual who is charged with planning and promoting adult education programs in thinking through the best approaches to marketing strategy. There are no easy answers. Advertising has frequently been referred to as *a rabbit's foot* good luck process. We don't always know why it succeeds at one time and fails at another.

COMPARISON OF PROMOTIONAL MEDIA

(The following chart is essentially the same one that appeared in the 1972 issue of Monograph 125 written by Kenneth Swatt. It does contain several revisions.)

Advantages	Disadvantages
Newspapers	
Universal circulation	Reaches a select audience of readers
The educational program can be illustrated	Often poor reproduction of illustrations
Room for details about program advertised	
Can be kept for ready reference	
Radio	
Can stimulate excitement	Waste circulation
Almost 100 percent home saturation	No use of illustrations
Allows last-minute changes in copy	No knowledge of audience to be reached
Personal approach through use of voice	Poorly handled message may annoy listeners
Sparks interest of non-readers	
Television	
Offers color that appeals	Expensive
Uses motion and sound to attract	Too wide geographic coverage
Has high viewership	May not reach desired audience
Direct Mail	
Makes use of color appeal	Address list quickly outdated
Goes directly to prospect	Expensive for large mailings
Can give detailed messages	Reaches many disinterested persons
Can be kept for reference	
Outdoor advertising	
Impressive because of size	Expensive
Attention getting	No chance for detailed message
Message repeated over and over	
Gives feeling of stability	
Bus cards	
Low cost	Relatively small numbers see the message
Offer color	
Well read	
Leaflets and duplicated messages (hand delivered)	
Low cost	Heavy waste (youngsters resent delivering them)
Quick and easy to prepare	Distribution uncertain

Advantages	Disadvantages
	Some resentment because discarded leaflets clutter schools and neighborhoods

The most important of all approaches to marketing courses and programs is yet to be presented: patron satisfaction which is communicated by word of mouth. Nothing sells a good program like the *satisfied customers* who just can't wait to tell about their participation. After all, it is the excellence of teaching that really creates interest on the part of the public. If your program is lacking in these requisites, no amount of advertising can make up the difference.

CHAPTER V. GUIDANCE SERVICES FOR ADULTS

> Education that permits many choices and relies on individual responsibility for achieving success flourishes or falters very largely in proportion to the effectiveness of the guidance provided. Every student's initiative needs to be directed and shaped by the course of others who, through experience and mature judgment and training, can start and move the student along appropriate educational paths . . .[1]

Experienced adult educators know at least two key things about the guidance of adults: (1) Adults are just as hesitant about making wise choices among alternative educational paths as are children and youth; and (2) Adults are in great need of guidance and counseling services that provide expert advice directed toward solving individual need and interpreting available resources. As teachers and administrators of adult education, we can with patience and persistence go a great distance in providing the kind of guidance adults need.

Relating Counseling Services for Adults to Their Personal and Vocational Needs

Earlier in this monograph, we observed that if the premise of lifelong learning is to be universally accepted, as it should be, education will be made available to *all* individuals in our society whenever and wherever they need it. At the present time in America, we are embarked upon a course that will fulfill the lifelong learning requirements for *all* of our people. In the decade ahead because *necessity is the mother of invention*, we will move ahead in recognizing that: (1) Work and other social experiences are basic elements related to curricular design and to the admission and integration of the individual into the mainstream of education; and (2) Education must be an open entity making it possible for individuals to pursue any career in an intermittent way, alternating between work and study.[2] Thus far, in the development of our educational system in this country, we have moved toward these basic requirements in many ways, but we have not fully integrated them into our programs. It seems obvious that we will.

In the meantime, what can you as an individual teacher or administrator of adult education do to attain to the high order of behavior implicit in these concepts? Accept the basic premises that adults who embark upon the sea of education: (1) do not know how to proceed, (2) are insecure, feel inadequate or are even fearful about the process, and (3) are in need of advice and assistance on all aspects of it. Very simply stated, adults need: (1) instructions on how to learn, (2) guidance through the varied processes of study and its relationship to career goals, and (3) knowledge of where to go and who to see (referral) to obtain the counseling and educational services needed. These kinds of efforts should be

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[1]Commission on Non-Traditional Study, Diversity by Design (Washington, D.C.: Jossey-Bass Publishers, 1973), p. 34.

[2]Stanley M. Grabowski, *Adult Continuing Education: The Next Ten Years*, National Institute of Education (DHEW), Washington, ERIC ED 149 183, 1977, p. 25.

made with the ultimate purpose of helping the individual adult to become an independent rather than a dependent learner.[3]

Guidance counseling in most secondary schools in America is designed to cull academic college-bound students from the masses. It doesn't have much to do with *vocational guidance* and in general almost nothing to do with advising adults concerning their academic needs. We can observe that the onus of counseling adults should ideally be left to outside centers designed for the purpose. Indeed, in several locations in the nation such centers function well; e.g., the *Central New York Learning Service (RLS)*, offering counseling for adults.[4] Until the center concept is widely promulgated and adopted, however, much of what we choose to call *counseling* in adult/continuing education falls within the province of those who teach, who administer, and who are interested in the welfare of adults who want to learn. If we can accept the premise that adults need counseling, and that counseling is done by teachers and administrators in adult education programs, what then are the characteristics and proper attitudes of those who are willing to perform this service?

Barron and his coauthors in an article on guidance and counseling related to adult basic education have pointed out the essential ingredients of successful counseling of adults. They conclude that:

> Counseling is not so much an activity or process as it is a point of view. Effective counseling rests on a particular set of personal attitudes. Some of the following attitudes and their implementation appear basic to counseling:
>
> 1. *Respect for the individual and individual differences.* Each individual must be recognized as a person worthy of respect, able to attain needed strengths and self-reliance. The counselor's respect must be communicated. It must be felt by the student.
> 2. *Acceptance of the individual as a personality.* Accepting the student on a nonjudgmental basis and allowing him the right to make his own choice — not the counselor's.
> 3. *Understanding.* Each student must feel confident that he is understood.
> 4. *Allowing others to be what they are.* This concept is related to empathy and involves the ability to listen to and really hear another person.[5]

Inherent in all counseling situations is the nonjudgmental nature of the relationship between the counselor and the individual being counseled. It establishes the essential psychological atmosphere that facilitates the counseling process. The individual is encouraged to express himself/herself. The counselor listens, asks questions, restates the counselee's words, and reflects, but refrains from offering *advice* as such. The individual is free to make his/her own choices. The counselor's role is to assist the counselee in arriving at a decision and in evaluating that decision.

It would be a very desirable condition if all *counselors* possessed all of the characteristics of a good counselor and were thoroughly trained in counseling techniques, outlined ever so briefly here. It is not realistic to believe that this is universally an existing condition. But, most administrators and teachers with a desire to do so can become successful counselors by understanding appropriate counselor behaviors and by applying some of the techniques suggested here. Until

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[3]Commission on Non-Traditional Study, *op. cit.*, p. 35.

[4]Houle, *op. cit.*, p. 117.

[5]William E. Barron, Murray H. Scher and Ken Stedman, "Guidance and Counseling in ABE," *Materials and Methods in Adult Education* (Canoga Park, CA: Klevin Publications, Inc., 1972), p. 277.

centers for counseling adults are a reality in most if not all locales, it is reasonable to assume that we will continue to rely on teachers and program administrators to do the job. This point of view should not be construed as disallowing the fine work that is being accomplished by full-time or part-time counselors of adults who are a part of the personnel staff of many large school districts in the U.S. It is contended, however, that the service of a trained counselor of adults is, at this writing, a worthwhile but indeed very scarce commodity in school districts throughout the land.

Experience Evaluation, Testing and Counseling Services

Characteristically, those who teach adults have come to respect the experiential learning adults bring with them to the classroom. In fact, teachers in true measure have wisely relied upon student experience to enrich, enliven and to broaden instruction, making generous use of student knowledge to enhance the learning of others. It is not unusual to discover that some adult learners by virtue of background and experience may *know more than the teacher* about the subject under study. Most teachers and program administrators who either counsel or teach adults sense the need to recognize the knowledge adults possess when they come to the classroom. And, we are just now beginning to find ways to evaluate the knowledge adults have gained through experience and/or previous learning opportunities.

The difficulty in discussing experience evaluation lies in the fact that at this time no one process of evaluating experience has emerged that can provide a simple solution for schools to the whole experience evaluation process. Yet, the observing adult educator knows that overlooking *how and where* adults learn, while at the same time making the assumption that classroom instruction is *the* answer, tends to perpetuate status quo. It is critical that we find ways to objectively assess experience and previous learning of adults if we expect to continue to encourage them to come to our schools and colleges. In his important book, *The Adult Learner: A Neglected Species,* a must reading for all sincere adult educators, Knowles points to a workable solution to this problem — contract learning:

> It solves the problem of a wide range of backgrounds, education, experience, interests, motivations and abilities that characterize most adult groups by providing a way for individuals (and subgroups) to tailor make their own learning plans. It solves the problem of getting the learner to have a sense of ownership of the objectives he or she will pursue. It solves the problem of identifying a wide variety of resources so that different learners can go to different resources for learning the same things. It solves the problem of providing each learner with a visible structure for systemizing his or her learning. Finally, it solves the problem of providing a systematic procedure for involving the learner responsibility in evaluating the learning outcomes.[6]

Why *learning contracts*? They offer a relatively simple solution to an overriding problem that has long perplexed adult educators: How to account for the widely varied backgrounds of adults and their propensity for moving in diverse directions in the pursuit of an education, and at the same time giving them credit for the accomplishment. Research appears to support the contract approach to adult education on two counts: (1) What adults learn on their own

[6]Knowles, *op. cit.*, pp. 127-128.

initiative they learn more deeply and more permanently than what they learn by being taught; and (2) When adults go about learning something on their own (as contrasted with being taught someting), they are more likely to be self-directing.[7] These factors are implicit in contract learning. Undoubtedly, the many ramifications of the contract learning plan require study and interpretation before being adopted. However, the concept has a proven record, having been used in continuing education developmental programs in nursing, dentistry, engineering, medicine, social work and the ministry. It would take no real daring to adopt the contract learning plan on a trial basis, and let it prove its worth before implementing a permanent program. In the 1980's, it is predicted that hundreds of additional educational entities, both secondary and post-secondary, will adopt contract learning plans in one form or another, confirming that experiential learning as well as classroom instruction is a reasonable component of an education.

Testing has increasingly become the bane of the whole realm of education. Many proponents of testing (who perhaps have had something to sell) have promised greater results from testing than any known form of testing has been able to deliver. (The word *testing* is used in a general sense here to include intelligence, aptitude and achievement tests, as well as psychological, interest and personality inventories. Any type of instrument used for determining readiness or direction and which provides data used for the purpose of adult counseling is included in the definition.)

An effective *testing* program for counseling adults requires a working knowledge of various *interest inventories* if such inventories are to be employed effectively in the process of helping adults to make wise choices and sound program decisions. It appears that much subjectivity is involved. The inventories most frequently used include the *Strong Vocational Interest Blank (SVIB)*, the *Strong-Campbell Interest Inventory (SCII)*, the *Kuder Occupational Interest Survey (KOIS)*, and the *Self-Directed Search (SDS)*.

Harkness gives rather thorough consideration to the validity of each of these instruments in his book, *Career Counseling*. Each inventory has its limitations and each has its strengths. He expresses doubt concerning the reliability of the newest of the interest inventories, the SDS. He states, however, that, "The SDS has good qualities. It is the only test that gives weight to vocational daydreaming, and it relates interests to work situations." He goes on to say that, "The conclusions must be drawn that the SDS is fun to take; it is informative; it does provide a starting point for discussion about careers and career decision making. It certainly should not be utilized as providing the final answer to any discussion. By no means should the SDS be used in anything that resembles a context of 'The test tells you . . .'."[8] Harkness questions interpreting the results of psychological tests, and interests tests in particular, in terms of absolutes that lead to observations, "The tests told me . . ." He is, however, quick to admit that, "Testing is a valid and vital part in the career counseling picture."[9]

Only two *personality inventories* are useful in career counseling: (1) the

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[7]Allen Tough, *The Adult Learning Projects* (Toronto, Ontario: Institute for Studies in Education, 1967).

[8]Charles A. Harkness, *Career Counseling: Dreams and Reality* (Springfield, IL: Charles C. Thomas, Publisher, 1976), pp. 127-136.

[9]*Ibid.*

Edwards Temperament Survey, and (2) the California Psychological Inventory. The problem with the utilization of these tests lies in their interpretation. Most counselors have limited experience in this type of testing, calling into question their ability to use them. *Aptitude tests* are not used extensively in career counseling. Probably only two aptitude tests have any real value in career counseling: (1) the Differential Aptitude Test, published by Psychological Corporation; and (2) the General Aptitude Test Battery, available from the Government Printing Office.[19]

Career Consulting and Referral Services for Adults

The mobility of our population in the U.S. and the impending belief that the *adult learner can go to different resources for learning the same thing* decries an urgent need for career consulting and referral services. Inherent in our present system of educating adults is the inflexibility of institutions and agencies in admitting that adults can and should be permitted to savor a wide range of learning opportunities and receive credit for doing so. As we have seen, this obstacle is being surmounted.

Increasingly, educational entities are recognizing the need to be more flexible in consulting with adult learners and in referring them to learning resources. One prime example: Until the Adult Advisement and Information Center was initiated by Indiana University of Pennsylvania in rural areas in western Pennsylvania, the opportunity for academic, career consulting and *referral* was not available to adults. The program began operation in a three-county area in FY 1977 with NEA Title I funding and in FY 1978 the service was expanded to include a twelve-county area. The program shows exceptional promise.

Implicit in any system of referral is a knowledge of: (1) alternative ways of learning, (2) available resources that match or facilitate learning, and (3) referral practices that sustain the learner. Institutions and agencies have been more interested in protecting their own best interests than in focusing on the needs of the adult learner. Not to belabor the point, the fact remains that as adults become more numerous in the learning process, educational entities will find it necessary to: (1) discover the real educational needs of the learner, and (2) consult and/or *refer* learners to a wide range of resources for learning whether they are internal or external. It is believed that such a process will attract more learners to entities that now feel they must compete with one another for patrons than is immediately apparent. Career consulting and referral services are truly an essential part of viable adult education programs and we must strive to develop and implement the concept universally.

Placement and Follow-up Services

In adult education, placement and follow-up services may in the long run be the responsibility of the career counseling service, whatever shape it takes in school districts or on college campuses. For the unvarnished truth is that placement and follow-up services for adults as such are virtually nonexistent in school districts and are a dying entity (if they ever really existed) on college campuses.

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[19] *Ibid.*

The needs of adults for placement and follow-up services have been almost totally ignored.

Hoppock, in an editorial in the *Vocational Guidance Quarterly*, 1973, raised the basic question: Do career counselors have any responsibility for placement?[11] The response of Harkness in 1974 in that same publication was a resounding *yes!*[12] Much of the literature since then seems to reveal that the whole matter of career services-placement-follow-up is in a state of transition. The basic arguments involved are certainly not resolved; but, they do center around the role of the career counselor and accountability.

Taking the cue from Harkness, who has written extensively on the whole unresolved matter, let us assume that the typical placement bureau will become *Career Services* responsible for career counseling, placement and follow-up services. This newly reorganized entity wherever it is to be located will be responsible for:

1. Career counseling on a one-to-one basis of *all* students desiring the service.
2. Career guidance, on a group basis, of *all* students interested in reaching a firm answer to the question of, "What will I do for a living?"
3. Interest and aptitude testing beyond that provided by various entrance examinations offered by the institution in an effort to further clarify the student's decision regarding a career.
4. Acquainting students, both directly and through faculty with whom they have daily contact, with the nature of the labor market and in the future.
5. Acquainting students with not only all methods, but the best methods of finding employment in their chosen career.
6. Letting *all* students know that career decisions made today are not irrevocable. As adults entering the world of work they are not only free to change their minds, perhaps several times, but, they should be free to constantly review their decisions in the light of changing lifestyles.
7. Helping alumni to review their individual situations to determine whether a change of career is in order or whether a change in work will help resolve a particular physical or emotional problem.
8. Providing publicity about the office, its functions, its location and accessibility.
9. Providing general information about the world of work, both as it exists and is projected to exist, for students, faculty and administrators so that all parties can be kept informed and make wise decisions regarding not only their own futures but the future of the institution.
10. Being constantly involved in investigation and research into the nature of the world of work so that all parties may be kept informed and make wise decisions regarding the future.
11. Actively participating in regional and national organizations devoted to both placement and career counseling so that concepts learned can be shared with others.[13]

Probably not all of these objectives are attainable and perhaps under certain circumstances may even be considered undesirable. They are set forth here in the hope that those individuals most responsible for career counseling and placement services will become alerted to practices that improve service to people, for after all, that is what adult education is all about.

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[11]Robert Hoppock, Guest Editorial, *Vocational Guidance Quarterly*, 22.5, 1973.

[12]Charles A. Harkness, "To Place or Not to Place?," *Vocational Guidance Quarterly*, 22:165, 1974.

[13]Harkness, *op. cit.*, pp. 303-304.

CHAPTER VI. METHODS AND MATERIALS IN ADULT BUSINESS EDUCATION

Teaching is an art and science, not yet clearly defined. We do not know what set of behaviors constitutes the *master teacher*. Nonetheless, most of us have become experts in recognizing teacher effectiveness when we see it.

The teacher of adults has the earmarks of the effective teacher, plus some special qualifications that are not necessarily part and parcel of one's formal preparation. Adult educators, those who are especially schooled in methods related to teaching of adults, are possibly more keenly aware than the rest of us that adults have educational needs that are different from those of children and youth.

Most business educators have had little or no special preparation for teaching adults. The teacher education institutions in the main have overlooked the fact that those who teach adults need preparation any different from that required for teaching adolescents. Teachers are suddenly aware of this deficiency when they confront the first adult teaching assignment. They have the vague and gnawing feeling as they face their first class that someone forgot to tell them something vital to their own teaching welfare.

There are some practical things the teacher can do to overcome the uncertainty of facing adults in the classroom for the very first or even for the twentieth time. Teachers who are really intrigued by the notion that *adults are different* and who seek to enlighten themselves can do so by self-study. One excellent background text which focuses on adult differences and their individual distinctiveness is well worth reading. The book, which is not a methods manual, deals with the *developmental* makeup of adults and how they learn. It provides important information for those who plan to teach adults. Secure a copy for your personal library. It is titled *Adult Development and Learning* (Alan B. Knox, Jossey-Bass, San Francisco, 1977). It is one book among many that focuses directly on adult learning processes.

Earlier in this monograph, we dealt with a very important concept called *andragogy*. You should go back and briefly review the concept. It is right on target; it provides the most fundamental approach to teaching adults. From its root, andragogy denotes the leading of man; or the art and science of helping adults learn. Knowles, who has espoused the concept in this country, and his coauthor, Klevins, observe that, "... The job of adult education is to help people understand the rationale of order and security in the world of rapid change, and to build their goals realistically in fitting terms, and to help people understand their problems, discover the resources which are available to them, and find the ways to solve their problems and to reach their goals under current circumstances."[1] *Andragogy* is the process of teaching adults by which their goals can be more readily achieved than is clearly evident in any other approach.

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[1]Chester Klevins (ed.), *Materials and Methods in Adult Education*, "Resume of Adult Education," Malcolm Knowles and Chester Klevins, 1972, p. 9.

The broad objective of adult education is to help individuals to function more effectively in society and within their own community. It is to this end that the more circumscribed objectives of adult education (and it seems that we must adopt them if we are going to teach adults) are: to expand communication skills, develop flexibility to change, improve human relations; facilitate participation; and assist personal growth.[3]

When teachers go into the classrooms to teach adults, however, they may lose sight of objectives of adult education or view them as remote and not readily attainable, just out of reach. Teachers need *cues* that lead them more gently into the process of teaching adults. No abridged or comprehensive list of dos and don'ts is immediately available, but these suggestions may help:

1. Observe that the adult learner is unique and must be respected as such. He/she comes to the classroom fortified with experiences and special insights.
2. These special qualifications must be taken into account. The learner must not be treated casually nor impersonally. Take time to learn names, to study backgrounds and qualifications. Begin by understanding that good teaching results from how it affects the *learner* not the teacher. So often we have something to dispense and do not observe that *people* who want to learn are involved.
3. In any subject area in business wherein adults are to be taught, seek to discover their capabilities and build upon them. Knowing one thing well is often the basis for learning another.
4. Strive to remember that learning is not a controlled circumstance of teaching. Learning is internal and it is personal.
5. Prepare yourself in advance. Develop course objectives, supplemented by a plan for obtaining these objectives. Share them in written form with the class. Seek feedback.
6. Set your attitude straight. Be positive about what you plan to do and resolve to do the very best you can. Know your students. Commend their accomplishments.
7. Develop a lesson plan that envisions flexibility in dealing with adults who may already know more about certain aspects of the subject under discussion than you do.
8. Give thought to how the room will be arranged for instruction *before* the class arrives. If, for example, you plan to seat the class in a circle to facilitate eye-contact communication and better discussion, arrange the room before the class begins.
9. Do not condescend to or patronize adults or *talk down* to them. Lead them from their present level of knowledge to a better understanding of what they already may know well or desire to know.
10. Be armed with appropriate materials including chalk, colored chalk, duplicate copies of materials, maps, charts — whatever is needed for enlivened discussion. Audiovisual materials and equipment are very useful when appropriately used.
11. A good first impression is essential. Be friendly, inject humor that is appropriate. Be on time. Greet students individually as they come to your classroom.
12. Build on the knowledge of the students. Urge them to help each other. Keep lines of communication open. Don't *snow* the group.
13. Remember that adult business education is designed on a *cooperative* basis that increases the skill or ability, knowledge or information and/or

[3] *Ibid.*, p. 10.

sensitivity of the learner.
14. Smile. Be enthusiastic — it's contagious.[3]

Adult Readiness to Learn

One of the myths that seem to continue to pervade in much of our adult society is that once an individual is past college years (age 18-22), his/her ability to learn is somehow diminished. Although studies have over and over again refuted this negative impression, many of today's adults hold the process in awe, and frequently express their fear or apprehension of getting involved in it.

One of the practices of your author (who has interviewed many hundreds of adults in recent years who have expressed their timidity in reentering a formal education program) is to dispel the bugaboo that *adults can't learn.* With advisement based on long experience, he leads them gently into the first course hoping to build their confidence, and then gives them reassurance and guides them along the way. What a thrill it is to see many of these people overcome their irrational fears and go on to participate in educational programs that have in many cases later led to certification and/or a degree.

Most adult educators need help to discover that adults are really different in their learning responses than are children and youth. It is a matter of combining study with practice. Another author's works highly recommended for your reading list is Bischof, who deals with adult makeup and differences in his most useful book, *Adult Psychology.*[4] He gives special insights on how to deal with people of stable ability and intelligence. His book sheds light on what teachers of people with impaired reaction time and memory or low problem-solving abilities can do to stimulate learning. He also discusses the adaptive and compensating abilities of adults and stresses discovery levels of creativity as important. Bischof gets at some important matters that reveal how adults are different from children and youth that may perplex those of us who teach them. Hopefully, enough has been presented here to whet your appetite.

Adults can learn! But, it is necessary to determine their readiness to learn. It is apparent that they have to be convinced that they can learn and be motivated to do so. That comes from within. But, teachers must understand the reluctance of adults *to get started and to remain in the program.* There are countless adults who have had good intentions, who have initiated a course or a program and have either dropped out of that first course and/or never returned for another. In many cases, the fault lies with the teacher who treated the individual with indifference or who did not take time to learn what impact the course had upon the individual. We cannot afford the loss of such important human resources. We must instead observe that adults learn in different ways and strive to keep them coming back for more. Lecturing or lecturing with discussion, for example, when used exclusively, may not maintain the interests of the adult learners and they will become disenchanted and leave, possibly never to return.

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[3]Gordon Godbey, *Applied Andragogy,* The Pennsylvania State University, 1978, pp. 6-17. (This listing includes Godbey's basic concepts concerning the adult learner, plus those considered important by your author.)

[4]Ledford J. Bischof, *Adult Psychology,* (2d ed.; New York: Harper and Rowe, 1976).

Ways of Teaching — Ways of Learning

Teachers throughout the ages have sought teaching methodologies that would capture the interest and imagination of their students and cause them to be motivated to learn. But, clearly no one recommended approach to teaching has emerged. In this monograph, the author has stressed again and again one compelling feature with purposeful repetition: adults differ from children and youth in their capacities and motivations for learning. They must be approached on a different plain.

Godbey in his useful manual, *Applied Andragogy*[3], discusses ways of teaching/learning, placing special emphasis on the adult learner. In doing so, he calls attention to the boiled-down instructional methods that were employed for instructing adults in World War II (JIT). Adults had much to learn that was *new* to them and it was necessary for them to learn quickly. And so, methods were evolved that cut across what was known about instructing adults. JIT instruction provided one solution.

Fortified with JIT cards (Job Instruction Training cards), instructors knew the proper approach to teaching adults in brief form. In essence, the card told the instructor to: (1) tell the new learner what he/she was to learn; (2) demonstrate what was to be learned; and, (3) have the learner try to demonstrate that he/she had indeed acquired the information or skill that had been taught. In simplest terms, we need not deviate too far from these basic rules in establishing an effective teaching/learning program for adults.

Godbey goes on to point out that trainers and teachers have attempted to reduce the whole process to three or four steps, which usually include:

1. Prepare the learner (put the learner at ease, tell him what he is to learn, check him for previous knowledge of the content, and try to prepare him psychologically for the experience).
2. Perform the teaching act (tell, demonstrate, illustrate, go one step at a time and check to see if everyone masters it, keep tying back into what the learner has already gained, don't *overload the circuits*, and summarize major stages as they are concluded).
3. Have the learner demonstrate what he has learned (can he demonstrate the skill, give the right responses to key questions? Check for understanding as well as for *right answers*; repeat and look for new ways of illustrating cloudy points).
4. Follow through (can the learner explain the job to somebody else, demonstrate his skills and knowledge to someone else? Can he put the content in his own vocabulary without doing violence to it? Have him continue his right responses until they are a part of his regular mental equipment).[4]

Experienced teachers will observe that they presently utilize much of what is suggested here, as appropriate methodology for teaching adults, for teaching youngsters. What is there about these suggested steps that makes them any different in the teaching of adults? Primarily, the difference lies in the *previous knowledge of the content*. It must be presumed in most cases that adults by virtue of background and experience have greater accumulated knowledge than children and youth. It is on what is already known that the experienced teacher builds.

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[3]Godbey, *loc. cit.*

[4]*Ibid.*

Instructional Materials and Aids for the Adult Learner

The selection of materials and aids for teaching adults in any one course involves much more than determining whether a suitable textbook is available for the course. However it is to be achieved, adult education instructors know that their obligation to *meet the needs of the adult learner* is a crucial matter that requires the creation of a suitable learning experience climate. Moreover, they become aware that a wide variety of media and techniques are available to assist in lifting the burden of instruction, to make the course interesting and appealing.

Making wise choices among many available in the selection of instructional materials and teaching aids is not a simple matter. There are tiebacks to much more fundamental considerations: (1) What determines curriculum content? What is the adult student to know and why? (2) What are the *objectives* of a given course that will enable the instructor to meet the requirements of the established curriculum? And then, and only then, (3) What materials and aids will facilitate meeting these objectives? So often it appears, we get *the cart before the horse*. We search for materials before we know what it is we want to achieve.

Stating workable course objectives requires rethinking well-written educational objectives that specify three kinds of information:

1. Information about the intended outcomes of instruction stated in observable terms.
2. Information about the level of achievement of the outcome.
3. Information about the conditions of evaluation under which one might determine whether the level of achievement has been reached.[7]

Of course, objectives are stated in measurable form and the outcome of instruction is delineated in observable terms. The difficulty in stating course objectives lies in attaining the requirements of *specificity* in each objective stated. The tendency of those who write objectives to use abstract nouns in their statements compounds the difficulty. Hopefully, all teachers have learned to surmount these obstacles, because it is increasingly evident that no course should ever be taught until objectives have been stated in the clearest form possible.

When the curriculum content has been decided and meaningful objectives have been established for the individual course, the instructor is then ready to select materials and aids that provide the greatest promise for achieving the desired goals. It is conceivable that excellent materials and supporting aids are available for each course to be taught. But, it is at the same time abundantly clear that a *sorting out process* is inevitable. The questions are: (1) Where do I begin? and, (2) With what do I teach? The caution is that the world is full of *packaged programs* that appear to be the solution to the *sorting out process*. One should take care not to fall into the tender trap.

Evaluating Materials — In adult education, the substance of any teaching materials or aids to teaching should be viewed with the following ideas in mind:

1. The topic should discuss adult concerns. The concerns may be controversial — such as war, taxes, peace, child rearing, or religion. The fact that a topic may be controversial should not prohibit its introduction into a class.
2. The topics discussed should be of current interest.
3. The subject matter should, in some way, contribute to the student's ability to cope with his environment.

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[7]Bruce Monroe and James B. Quinn, "Planning for Instruction with Meaningful Objectives," *Materials and Methods in Adult Education*, edited by Chester Klevins (Canoga Park, CA: Klevins Publications, Inc., 1972), p. 41.

4. The material should not be preachy, or patronizing, especially when discussing a topic which relates closely to the student's social situations.
5. Vital, true and meaningful lifestyles should be well presented in the text. A realistic picture of lifestyles of various ethnic groups should be incorporated in the subject matter. Life situations touching on such everyday concerns as employment, housing, social security, voting, financing, and unions should be employed in the material.[8]

The major function of instructional materials, including that utilized in adult business education, is to develop skills. Much of it is taught at the functional level, enhancing the individual's ability to read, write and figure. And, in business education, the skills list is extended to include economic and consumer understandings, typing and/or secretarial skills, accounting/bookkeeping skills, computer-related skills, word processing skills and a host of skills related to business operations and individual concerns.

There is little doubt that the maximum development of these skills is a major purpose of adult business education. However, we must observe, at the same time, that skills development is not an end in and of itself, but rather that we are dealing with adults who have need of skills as part of an integrated lifestyle. If materials are not readily available that attend to this conceptual requirement, then it is the teacher that will make the difference: creative ways of meeting the interests of adults is an essential ingredient in motivating and retaining adult learners. Search for materials and aids that support the endeavor, taking care to build on what adults have learned earlier.

Obviously, much of what is taught in business education is of a sequential nature and course materials must be coordinated with sequential requirements of courses offered in a series. In all likelihood, more than one teacher is involved in instructing adults and it is an urgent matter that teachers are aware of each other's instructional endeavors and philosophies. No one course can be taught in isolation. Collective teacher decisions will necessarily have to be met regarding curricula, objectives, and materials to be used.

In a more practical vein, the selection of materials and aids useful in teaching adults requires the attention of both teachers and students.

Teachers are concerned with:

1. Are they inexpensive and consumable?
2. Are they of good quality?
3. Are they readily available?

Students are concerned that the materials:

1. Give a sense of continuous mastery and success.
2. Restore confidence in their ability to learn.
3. Stimulate desire for extended education.
4. Reflect adult attitudes.
5. Recognize their individual interests.
6. Help the learner interpret what has been learned into the satisfaction of his needs.[9]

One final consideration in the wrap-up of this chapter: It is teaching techniques and methodology that embrace utilization of appropriate teaching aids and

[8]Monroe C. Neff and Dorothy Minkoff, "Criteria for Judging Materials and Techniques: A Rationale," *Materials and Methods in Adult Education*, edited by Chester Klevins (Canoga Park, CA: Klevins Publications, Inc., 1972), pp. 54-55.

[9]*Ibid.*

materials that inevitably help to determine the quality of the course to be taught. Whether one uses the discussion group, lecture, buzz group or other group techniques as teaching approaches, or lays stress on individualized competency-based instruction, as we are so prone to do, teaching adults requires energy, careful planning and more energy. Your personal success with it grows out of your own motivation and inspiration. May you find that the information that has been presented in this chapter and in the monograph serves a useful purpose in support of your efforts to improve adult business education in your school.

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